

SREB Readiness Courses . v2
Transitioning to college and careers

Literacy Ready

History Unit 2
The Academic Notebook
Version 2

Name



Unit 2

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Course Overview

Welcome! You are enrolled in the second history unit of the SREB Readiness Course-Literacy Ready. What does historical literacy mean? Historical literacy is the ability to read and determine meaning from historical sources whether they are primary, secondary or tertiary sources. In this course, you will take part in several activities to improve your historical literacy. While the content covered in this course is important, a principal purpose is to equip you with the tools necessary to be more successful in college coursework. To that end, the creators of the course have developed this academic notebook.

Purposes of the Academic Notebook

The academic notebook has two roles in this course. The first role of the notebook is to provide you with a personal space to record your work. The academic notebook is where you should record your thoughts about materials you are reading. For example, if you are hearing a lecture, take notes in this notebook. Use the tools in the notebook to assist you in organizing your notes.

The second role of the notebook is that of an assessment tool. Your instructor may periodically collect the notebooks and review your work to insure that you are remaining on task and to assist with any material that is causing difficulty. Your instructor may also assign tasks to be completed in the notebook, such as in-class writing assignments. At the end of this six-week unit, your instructor will review the contents of this notebook as part of your overall grade. Thus, it is important that you work seriously as this notebook becomes the (historical) record of your activity in this course.

Essential Questions

The following essential questions for the entire six-week unit should be used to guide your thinking when analyzing the materials presented in this class. When taking notes, come back to the questions and consider how the historical sources you are analyzing help to answer these questions. The first question is especially important as it represents the theme of the course. In the back of your mind, in every task you complete, you should consider this question. This is partly how historians work, and it is important for you to realize that up front. Historians, like all scientists, approach a problem and try to hypothesize a solution to the problem. Therefore, historians think thematically as they work through source material, which helps account for why two tertiary sources on the same topic may have two different perspectives on the event being studied.

Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?

What conflicts existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis? The Vietnam Conflict?

Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how? If not, why not?

Lesson 1

Gateway Activity— The Meaning of Liberty

In this lesson, you will . . .

- Analyze a group of photographs depicting walls in various parts of the country.
- Interpret photographs using information about context and source in addition to their content.
- Explain how sourcing, contextualization and chronology are aspects of history reading.
- Begin to think about the liberty of nations and people other than those in the United States.

Activity

1 Preparing for the Task

What role do photographs play in helping historians understand events? What do historians have to consider when they look at photographs? Do photographs always represent events accurately? What might historians have to consider when looking at photographs?

Write your answers in the space provided.

Keep what you wrote in mind as you complete the next activities. You will get a chance to revise your statement at the end of this lesson.

Activity

2 Analyze Photographs

As you look at the representations of the following “Walls,” answer the questions that follow for each slide.

Slide One: Berlin Wall

1. What is your overall impression of the subject matter? What is your background knowledge?



2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

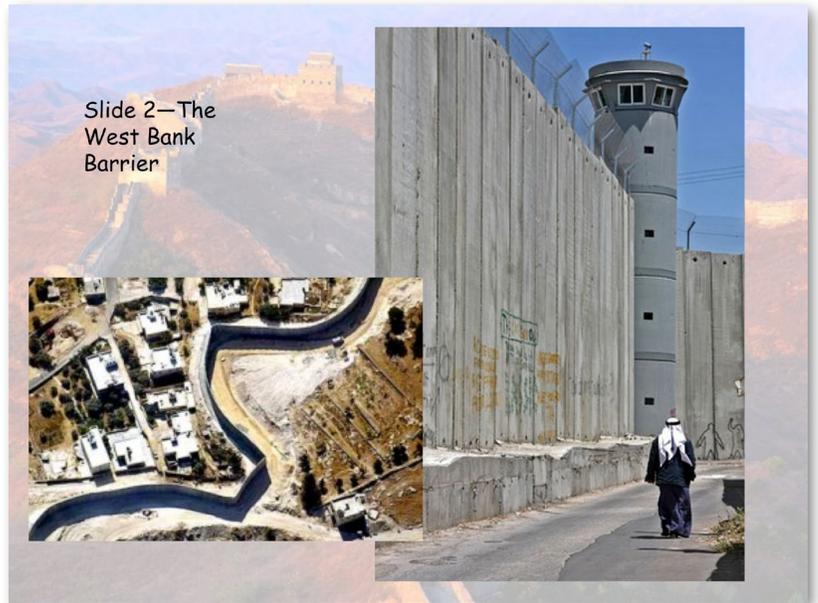
4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?

Slide Two: West Bank Barrier

1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?



3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?

Slide Three: Vietnam War Memorial

1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?



3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?

Slide Four: Peace Walls in Northern Ireland

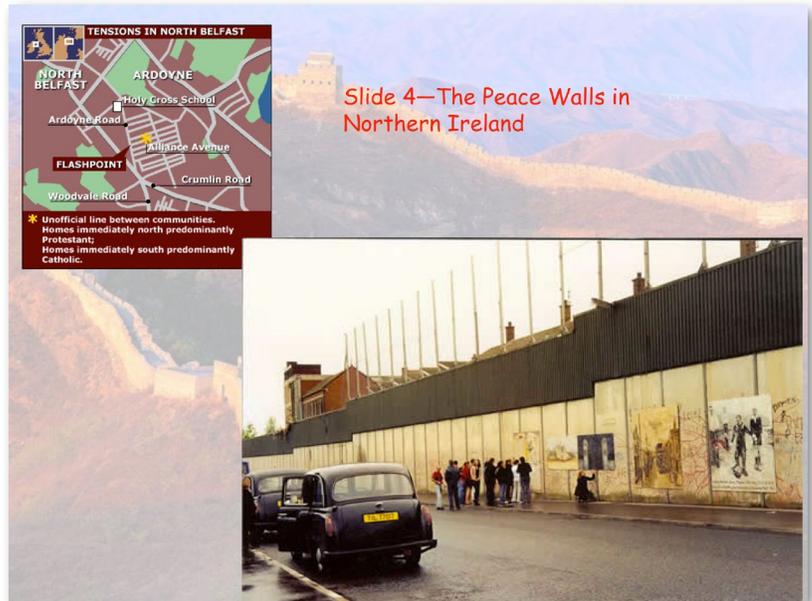
1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?



Slide Five: US Border Fence between the US and Mexico

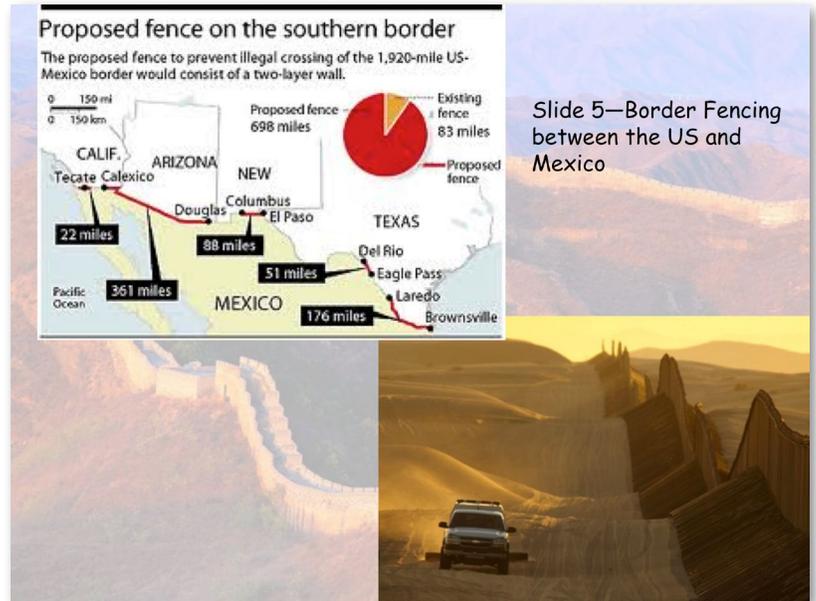
1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?



Slide 5—Border Fencing
between the US and
Mexico

Slide Six: Quarantine during Cuban Missile Crisis

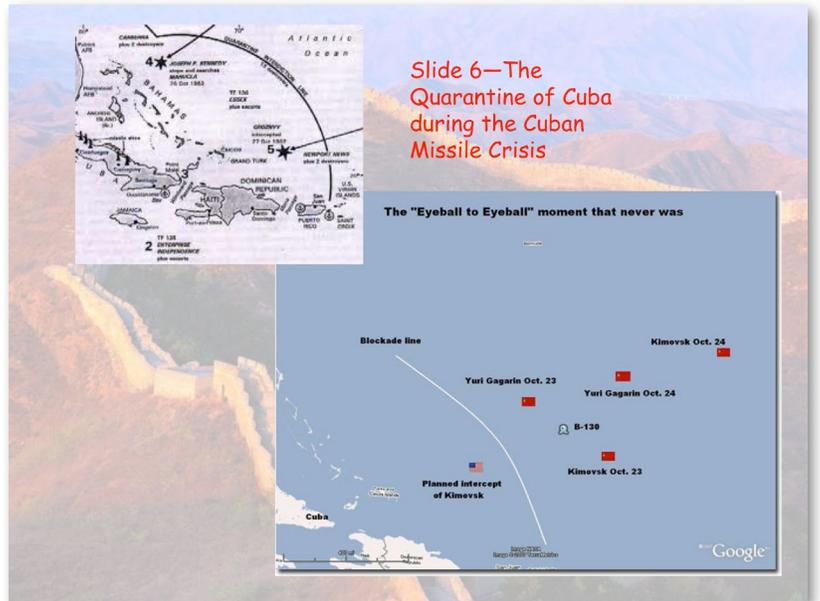
1. What is your overall impression of the subject matter? What is your background knowledge?

2. What activities are taking place in each quadrant of the photo(s)?

3. What inferences can you make from the photo(s)?

4. Some “walls” bring us together. Some separate us. Some increase our liberty. Some decrease our liberty. What are the roles of photo(s) on this slide?

5. What more do you need to know about this slide?



Activity

3 Considering the Context

Read about each of these walls. As you do, consider two questions. First, does the context add to your initial impressions? Second, is the site trustworthy or biased? Be prepared to discuss your ideas.

1. **Berlin Wall:** “On August 13, 1961, the Communist government of the German Democratic Republic (GDR, or East Germany) began to build a barbed wire and concrete “Antifascistischer Schutzwall,” or “antifascist bulwark,” between East and West Berlin. The official purpose of this Berlin Wall was to keep Western “fascists” from entering East Germany and undermining the socialist state, but it primarily served the objective of stemming mass defections from East to West. The Berlin Wall stood until November 9, 1989, when the head of the East German Communist Party announced that citizens of the GDR could cross the border whenever they pleased. That night, ecstatic crowds swarmed the wall. Some crossed freely into West Berlin, while others brought hammers and picks and began to chip away at the wall itself. To this day, the Berlin Wall remains one of the most powerful and enduring symbols of the Cold War.”

(Retrieved from History.com at: <http://www.history.com/topics/berlin-wall>. Also available on this site are video, other pictures, and links to related topics.)

2. **West Bank Barrier:** This wall was constructed in 2002 after Israel’s evacuation of settlements in the Gaza strip. Most of its 420 miles is a concrete base with a five-meter high wire-and-mesh over-structure. Rolls of razor wire and a four-meter deep ditch are placed on one side. The structure also has electronic sensors on it and a “trace road” beside it, so that footprints of people crossing the barrier can be seen. Some of the wall is built to act as a “sniper wall” to prevent gun attacks against Israeli motorists. The Israeli government says that it built the wall to keep suicide bombers out of Israel. Palestinians argue, among other things, that the wall causes economic and daily living hardship.

(Find more about this barrier from PBS at: http://www.pbs.org/newshour/indepth_coverage/middle_east/conflict/map_westbank.html and from the BBC at: http://news.bbc.co.uk/2/hi/middle_east/3111159.stm.)

3. **Vietnam Memorial:** The Vietnam Veterans Memorial Wall honors those who died in the Vietnam War. “The Vietnam Veterans Memorial was founded by Jan Scruggs, who served in Vietnam (in the 199th Light Infantry Brigade) from 1969-1970 as a infantry corporal. He wanted the memorial to acknowledge and recognize the service and sacrifice of all who served in Vietnam. The Vietnam Veterans Memorial Fund, Inc. (VVMF), a nonprofit charitable organization, was incorporated on April 27, 1979, by a group of Vietnam veterans... Jan Scruggs (President of VVMF) lobbied Congress for a two-acre plot of land in the Constitution Gardens... On July 1, 1980, in the Rose Garden, President Jimmy Carter signed the legislation (P.L. 96-297) to provide a site in Constitution Gardens near the Lincoln Memorial. It was a three and half year task to build the memorial and to orchestrate a celebration to salute those who served in Vietnam.”

(Retrieved from the Vietnam Veterans Memorial at: <http://thewall-usa.com>.)

- 4. Peace Walls in Northern Ireland:** These walls are built across Northern Ireland’s capital city of Belfast in an attempt to defuse tensions between the nationalist Catholic neighborhoods and the loyalist Protestant ones. Some of the walls date from the earliest years of “the Troubles,” (the conflict between the two sides beginning in the 1960s and substantially ending in 1998, although sporadic violence continues). Some walls have been built since the ceasefire of 1994. Now, various walls have openings in them called “peace gates” that are meant to foster greater cooperation and communication between communities.

(Information found at Wikipedia at: en.wikipedia.org/wiki/Peace_Walls.)
- 5. Border Fencing between US and Mexico:** “The United States’ border with Mexico is nearly 2,000 miles long. Over that vast distance the protective barriers between the two countries vary greatly. It may be interesting to note that nowhere along the entire border has Mexico installed any barrier of its own. All the barriers between the countries have been paid for by the US Taxpayer... The barrier systems along the border vary greatly. In the urban areas these barriers may be doubled to include a “Secondary” barrier with a “No Man’s Land” between. In some of the more violent areas populated by violent gangs or drug cartels, the barrier has been improved with a third obstacle—usually another fence.” Approximately 345 miles of border fencing was constructed between 2008 and 2009.

(Information retrieved from US Border Patrol at: www.usborderpatrol.com/Border_Patrol1301.htm.)
- 6. The Quarantine of Cuba during the Missile Crisis:** “During the Cuban Missile Crisis, leaders of the US and the Soviet Union engaged in a tense, 13-day political and military standoff in October 1962 over the installation of nuclear-armed Soviet missiles on Cuba, just 90 miles from US shores. In a TV address on October 22, 1962, President John Kennedy (1917-63) notified Americans about the presence of the missiles, explained his decision to enact a naval blockade around Cuba and made it clear the US was prepared to use military force if necessary to neutralize this perceived threat to national security. Following this news, many people feared the world was on the brink of nuclear war. However, disaster was avoided when the US agreed to Soviet leader Nikita Khrushchev’s (1894-1971) offer to remove the Cuban missiles in exchange for the US promising not to invade Cuba. Kennedy also secretly agreed to remove US missiles from Turkey.”

(Retrieved from History.com at: www.history.com/topics/cuban-missile-crisis.)

Activity

4 Considering Concepts of Liberty

Using these depictions of walls as a springboard, begin to think about what liberty means to the people on the opposite sides of each wall—the Israelis and Palestinians; the Mexicans and the US residents; the Cubans and the Americans who quarantined them; the people living under communist rule in East Berlin and the West Germans; the Catholics and Protestants in Northern Ireland. Are some ideas about liberty universal? Are some ideas about liberty unique to a particular people? How is it that different groups' concepts of liberty can be the source of contention—causing conflict? Choose at least one of your thoughts and engage in a five-minute free-write about it.

A free-write is an activity designed to get your thoughts flowing without the pressure of being evaluated. Grammar, spelling, and punctuation do not matter, and you can write in either paragraph or list form. You should continuously write whatever pops in your mind about the subject for the entire time, without stopping, even if your thoughts aren't brilliant or they are not in a logical sequence. If you can't think of anything about the topic, write down that you can't think of anything. Keep pen to paper and let your ideas flow!

Activity

5 Considering the Vocabulary of Historians

Define each of the following terms. Explain how you used each of them in this lesson and why historians use them (i.e., what they help historians think about).

Sourcing

Contextualization

Primary Sources

Activity

6 Orientation to the Task

Task Prompt: After reading informational texts on the Cuban Missile Crisis, write a claim with supporting evidence in a graphic organizer and participate in Socratic Seminar in which you argue your claim on one of the essential questions. Support your positions with evidence from the texts. After participating in the Socratic Seminar, you will revise your claim and evidence and write an argumentative essay supporting your claim.

Essential Questions

Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?

What differences existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis? (later: The Vietnam Conflict)

Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how? If not, why not?

Activity

6 Preparing for a Socratic Seminar

Before beginning the Socratic Seminar, review your texts to find out how they address the essential questions and complete the following graphic organizer.

Text	<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What differences existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis?</i>	<i>Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy? If so, how? If not, why not?</i>
Political Cartoon	Author's Claim		
	Evidence		
Photograph	Author's Claim		
	Evidence		
Quotes from Khrushchev	Author's Claim		
	Evidence		
Lecture	Author's Claim		
	Evidence		

Text	<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What differences existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis?</i>	<i>Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy? If so, how? If not, why not?</i>
Tindall and Shi text	Author's Claim		
	Evidence		
Khrushchev's message to Kennedy	Author's Claim		
	Evidence		
Dobrynin's report to Foreign Affairs Ministry	Author's Claim		
	Evidence		
Robert Kennedy's report to Secretary of State	Author's Claim		
	Evidence		
Eisenhower speech	Author's Claim		
	Evidence		
Kennedy speech	Author's Claim		
	Evidence		

After reading about these walls, are there things you would like to change in your responses to each of the slides? If so, what would you change?

What did you think of the sources of information about the context? Did any have the potential for bias? If so, which ones? What could be biased about the sources?

Lesson 2

Analysis of Primary Documents: Cuban Missile Crisis

In this lesson, you will . . .

- Analyze a political cartoon, a photograph and two quotes from Nikita Khrushchev in order to better understand the context of the Cold War and the Cuban Missile Crisis.
- Speculate about the concept of liberty during the Cuban Missile Crisis.

These activities should pique your interest in the Cuban Missile Crisis!

Activity

1 Preparing for the Task

Question to ponder:

How would a historian learn about the Cuban Missile Crisis if s/he knew nothing about it?

Activity

2 Analyzing the Documents

1. Analyze the photograph below using the technique suggested by the National Archives and Records Administration.



“We will bury you”

Picture taken sometime in autumn, 1960. Nikita Khrushchev addresses the United Nations.

Photo Analysis Worksheet

Complete the information on the worksheet for your assigned photograph.

Step 1. Observation

- A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.
- B. Use the chart below to list people, objects and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

- A. What questions does this photograph raise in your mind?

- B. Where could you find answers to them?

Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408. Modified by J. Barger 9-9-12.

2. Analyze the political cartoon by answering the questions after it.

Welsh-born cartoonist Leslie Gilbert Illingworth drew the famous cartoon of John F. Kennedy and Soviet Premier Nikita Khrushchev arm wrestling while sitting on hydrogen bombs. It appeared in the October 29, 1962 edition of the British newspaper *The Daily Mail*.



“OK Mr. President, let’s talk”

Cartoon retrieved from Multimedia Learning at:

<http://multimedialearningllc.wordpress.com/2010/05/02/kennedy-versus-khrushchev-cold-war-political-cartoon/>

A. Describe the items, people and actions in the cartoon.

B. What technique is being used in this cartoon? (Refer to the list of techniques in the document below.)

C. What does the arm wrestling tell you about the relationship between Khrushchev and JFK?

D. What is the meaning of the cartoon?

Political Cartoon Analysis Guide

Symbolism	Cartoonists use simple objects, or symbols , to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist means each symbol to stand for.
Exaggeration	Sometimes cartoonists overdo, or exaggerate , the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.
Labeling	Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clearer?
Analogy	An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point clearer to you.
Irony	Irony is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

3. Analyze the two quotes, answering the questions that follow.

“If you don’t like us, don’t accept our invitations and don’t invite us to come to see you. Whether you like it or not, history is on our side. We will bury you.”

Nikita Khrushchev, November 18, 1956

“America has been in existence for 150 years and this is the level she has reached. We have existed not quite 42 years and in another seven years we will be on the same level as America. When we catch you up, in passing you by, we will wave to you.”

Nikita Khrushchev, July 24, 1959

You can read more about Nikita Khrushchev at this URL:

<http://www.historyinanehour.com/2011/10/31/khrushchev-and-destalinization-summary/>

A. What factual information is contained in the quotes?

B. What can you infer from the quotes?

C. What is the tone of the speaker? What does this tone say about the relationship between America and Russia?

Activity

3 Returning to the Theme of Liberty

Taken together, what do the photograph, political cartoon and the quotes say about liberty during the 1960s?

Activity

4 Considering Vocabulary

The following words were introduced in the last lesson. Can you still remember their meanings? How did you use these in the lessons today?

Sourcing

Contextualization

Primary Sources

Lesson 3

Taking Notes from a Lecture

In this lesson, you will . . .

- Demonstrate your understanding of a lecture through your lecture notes, using a modified Cornell Method of note-taking.
- Show your understanding of vocabulary words through the definitions you write and your talk-throughs.

Activity

1 The Modified Cornell Method of Note-taking

As you listen to the lecture, you will be thinking of answers to the following questions:

- a. What were the sources of tension between the US and the USSR. prior to the Cuban Missile Crisis?
- b. Was the policy towards the USSR prior to the Cuban Missile Crisis a reasonable reaction to Soviet threat or an overreaction?
- c. What was the impact of the early Cold War on “liberty” domestically and abroad?

You will also be taking notes using a Modified Cornell Method with the format shown on the next page. Line your paper ahead of time so that you will not have to waste time as you are listening to the lecture.

Directions:

- Write on one side of the page only. Later, you will fill in the other side with notes from reading.
- Do not copy word-for-word—paraphrase.
- Shorten what you write by using abbreviations.

Name:	Date:	Topic:
Summary:		

Activity

2 Taking Notes on a PowerPoint

Take notes on the PowerPoint presented in class. Remember to pay attention to the following:

- Relationships among events—chronology, causation, etc.
- Frameworks of interpretation—political, geographical, religious, social, economic, etc. (G-SPRITE).
- Actors—what individuals or groups are engaging in actions aimed at meeting goals?
- Actions—what are the actors doing? What tactics or methods are they using?
- Characteristics—of actions, actors, policies, movements, events.
- Motivations—the goals that lead the actors towards action.
- Comparison and contrast of interpretations of cause/effect, motivations, characteristics, etc.
- Vocabulary—use of words that signal intentions of the author or bias, words that describe key concepts, and words that signal relationships among events.
- Claims made by the lecturer and evidence to back up claims.

When you are finished taking notes, work with a partner to compare them. Revise, if necessary. Discuss your answers to the questions that guided your reading.

- a. What were the sources of tension between the US and the USSR prior to the Cuban Missile Crisis?
- b. Was the policy towards the USSR prior to the Cuban Missile Crisis a reasonable reaction to Soviet threat or an overreaction?
- c. What was the impact of the early Cold War on “Liberty” domestically and abroad?

Also, determine answers to the following questions. Make sure that you have reasons from the lecture for your answers.

1. Do you think there were political reasons why the Yalta and Potsdam Conferences were where they were? What had happened in the time between the two conferences?

2. What do you think the effect of Churchill’s “Iron Curtain” speech had on the world? Would things have been different if he had not made the speech?

3. Choose the most important word in the following quote from the Truman Doctrine. Explain to a partner why you thought this word was most important.

The US should support free peoples throughout the world who were resisting takeovers by armed minorities or outside pressures... We must assist free peoples to work out their own destinies in their own way.”

Put that word on a chart in the room. After everyone has finished, look at the words on the chart and pick the two most important words that go together. Explain to your partner why you picked both of these words.

First word:

Second word:

How do they go together?

4. How did the policy of containment influence our foreign policy in the next years?

Notes:

Activity

3 Vocabulary

Did you have difficulty with any of the following words (unsure of their meanings even after working with your partner)? If so, use available resources to find out their meanings in the context of the lecture. Complete the activity provided after the list of words for each word you do not know.

Word	Context
domestically abroad	What was the impact of the early Cold War on Liberty domestically and abroad ?
tribunals reparations	Agreements—to govern Germany jointly, Zones of Occupation, War Crimes Tribunals, Reparations
superpowers	How would these issues continue to be sources of tension between the superpowers ?
appeasement	Was Yalta an example of appeasement of a dictator, or was it the best deal FDR believed he could get?
embarked	It does not mean that they should be considered as embarked upon a do-or-die program to overthrow our society
command economy capitalist economy	Ideological competition for the minds and ears of Third World peoples (Communist govt. & command economy vs. democratic govt. & capitalist economy)
bi-polarization	Bi-Polarization of Europe (NATO vs. Warsaw Pact)

Word:	Rate my understanding + or -
Context (write the phrase or sentence where you found this word, including page number):	
Dictionary definition (pay attention to context and choose the one best definition):	
What does that mean? (Put the definition in your own words.)	
Write a synonym:	
Write an antonym:	
If the word is an adjective or adverb, put the word on a continuum (put an x along the line where you think it lies between each of the opposites) compared to its synonym, then compared to its antonym:	
Slow	Fast
Negative	Positive
Weak	Strong

Use the following terms to talk-through what you have learned from the lecture. That is, with a partner, explain what the lecture said about each of these terms.

Events

- Cold War
- Yalta Conference
- Potsdam Conference
- Bay of Pigs Invasion
- Berlin Wall
- Cuban Missile Crisis
- Iron Curtain Speech
- US aid to Greece and Turkey
- Berlin Airlift and the “Easter Parade”
- Korean War
- Sputnik

Places

- United States
- Soviet Union – USSR
- Berlin
- Czechoslovakia
- Postwar Germany
- Poland
- China

Other Academic Vocabulary:

- domestically
- abroad
- tribunals
- reparations
- superpowers
- appeasement
- embarked
- command economy
- capitalist economy

People

- Churchill
- Truman
- Clement Atlee
- Stalin
- Che Guevara
- George Kennan
- Fidel Castro
- Leonid Brezhnev
- Francis Gary Powers

Policies/Doctrines

- The Truman Doctrine
- Policy of Containment
- The Marshall Plan
- Sino-Soviet Pact
- The Domino Theory

Organizations

- Communism
- NATO
- NASA

Lesson 4

Annotating a Chapter— Cuban Missile Crisis

In this lesson, you will . . .

- Demonstrate your ability to engage in close reading.
- Show through your annotations that they are identifying historically important information about the Cuban Missile Crisis from reading.
- Increase your understanding of vocabulary.
- Combine information from lecture and text in order to show your understanding of the events, causes, and effects of the Cuban Missile Crisis.
- Reflect on the relationship between what they are reading and the theme/essential question.

Activity

2 Analyzing History Texts

Use the following to help you determine what kinds of information you should annotate:

G-SPRITE

Geography: (*human interactions with the environment*) includes the physical location of civilizations, how geographical features influence people, how people adapted to the geographical features, demography and disease, migration, patterns of settlement.

Social: includes living conditions, gender roles and relations, leisure time, family and kinship, morals, racial & ethnic constructions, social & economic classes — and ways these are changing or being challenged.

Political: includes political structures and forms of governance, laws, tax policies, revolts and revolutions, military issues, nationalism.

Religious: includes belief systems, religious scriptures, the church/religious body, religious leaders, the role of religion in this society, impact of any religious divisions/sects within the society.

Intellectual: includes thinkers, philosophies and ideologies, scientific concepts, education, literature, music, art & architecture, drama/plays, clothing styles — and how these products reflect the surrounding events.

Technological: (*anything that makes life easier*) includes inventions, machines, tools, weapons, communication tools, infrastructure (e.g., roads, irrigation systems) and how these advances changed the social and economic patterns.

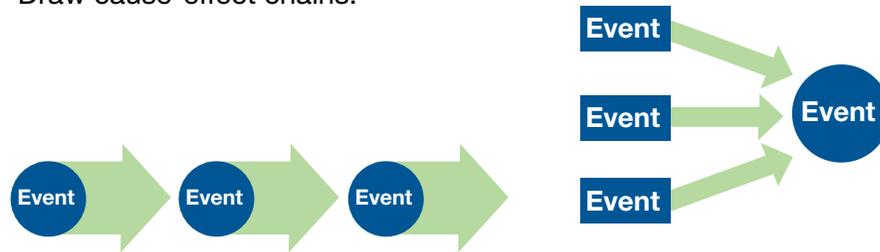
Economic: includes agricultural and pastoral production, money, taxes, trade and commerce, labor systems, guilds, capitalism, industrialization and how the economic decisions of leaders affected the society.

When you annotate, also pay attention to:

- Relationships among events—chronology, causation.
- Actors—who (individuals or groups) is engaging in actions aimed at meeting goals.
- Actions—what the actors (are) doing, the tactics or methods they are using.
- Characteristics—of actions, actors, policies, movements, events.
- Motivations—the goals that lead the actors towards action.
- Comparison and Contrast—of interpretations of cause/effect, motivations, characteristics, etc.
- Claims of the authors and evidence to support claims.
- Vocabulary—use of words that signal intentions of the author or bias, words that describe key concepts and words that signal relationships among events.

Key Annotation Strategies

- Circle key vocabulary words (discipline-specific, general words with discipline-specific meanings, general academic vocabulary; words that signal bias or judgment, words that signal relationships).
- Underline or highlight key ideas (actors, actions, relationships among events, characteristics, comparison/contrast, etc.).
- Write key words or summarizing phrases in the margins.
- Define vocabulary words in the margins.
- Write your reactions to the text in the margins.
- Make connections and inferences in the margins (this is like....aha!).
- Draw cause-effect chains.



- Make Comparison-Contrast graphs or Venn diagrams.

Event 1	Event 2

- Make or add to a timeline.
- Make any other annotation that helps you understand and think about the information.

Activity

3 Annotating the Text

After annotating, complete the following Annotation Evaluation for History.

Annotation Evaluation for History

Check all the features of annotation that you used:

1. Information about the source
2. Information that signaled
 - a. Cause/effect
 - b. Comparison contrast
 - c. Chronology (words signaling time)
 - d. Bias or judgment
 - e. Discipline-specific information and vocabulary
 - Other
3. Unknown general academic vocabulary
4. Key actors, actions, goals, and tactics, etc.
5. Political, social, economic, legal, or other characterizations of information
6. Marginal notations that show
 - a. summarizing
 - b. inferencing
 - c. reacting
 - d. connecting to other information
 - e. graphic or pictorial representations of information (e.g. cause-effect chains, time lines)

Evaluate your annotations

- | | | |
|--|-----|----|
| 1. My annotations helped me to focus on the information. | Yes | No |
| 2. My annotations would help me review the chapter for a test. | Yes | No |
| 3. My annotations helped me understand the information better. | Yes | No |
| 4. My annotations helped me to think critically. | Yes | No |

What did you do well?

What could you improve?

Activity

4 After-reading Discussion and Vocabulary

Discuss what you have read with your class.

Using the following discipline-specific terms, talk-through what you have learned through your reading.

Organizations

- CIA
- Joint Chiefs of Staff
- National Security Council

Events

- blockade or *quarantine*
- hotline
- Bay of Pigs debacle
- Cuban Missile Crisis
(listed in teacher's guide)

Documents

- Test Ban Treaty

People

- Nikita Khrushchev
- President Kennedy
- Fidel Castro

Places

- Bay of Pigs
- Berlin
- Turkey

Activity

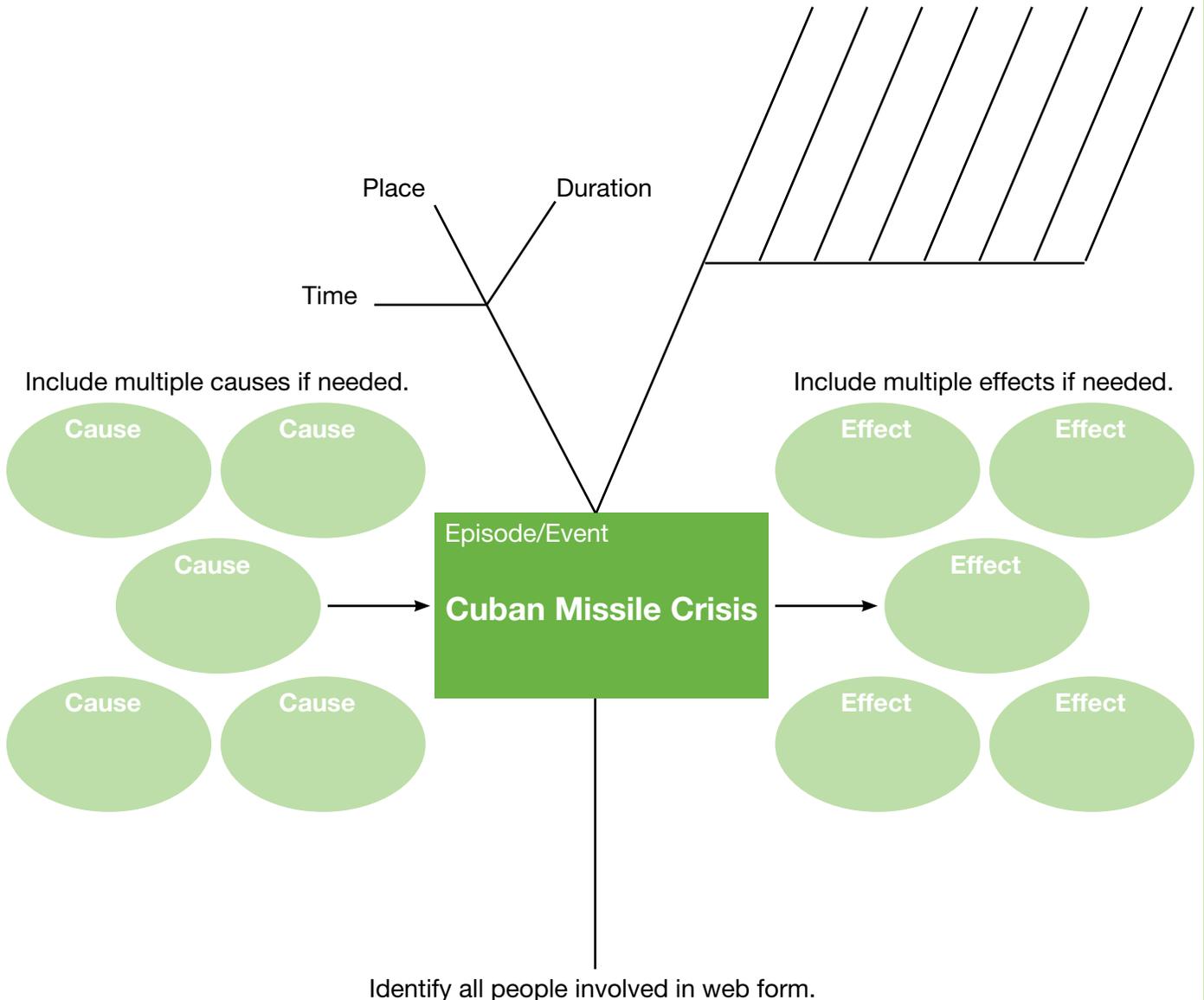
5 Combining Lecture and Text

1. Take out the Cornell notes you took on the Cold War lecture. Add what you learned from reading the text. Then, write a summary of the information at the bottom of each page. (Your summary should include major points only.)
2. Use your notes to complete the following Pattern organizer.

Name _____

Episode Pattern Organizer for the Cuban Missile Crisis

Identify the sequence of events – in order related to the episode and the cause/effect.



Activity

6 Thinking about the Theme

Write a paragraph addressing these questions:

What US conceptions about liberty could you infer from reading about the Cuban Missile Crisis? What Soviet conceptions about liberty could you infer? What was the impact of the Cuban Missile Crisis on “liberty” domestically and abroad?

Lesson 5

Reading Primary Documents

In this lesson, you will . . .

- Use SOAPStone to help you analyze documents.
- Engage in close reading of primary documents.
- Compare and contrast documents.
- Understand meanings of vocabulary found in the documents.

Activity

1 Orientation to the Task

1. Review SOAPStone.

SOAPStone Document Analysis Method

SOAPStone was developed by College Board (the Advanced Placement folks) and is a method for examining and interpreting a document. Often documents contain complex language or symbolism, which makes determining the meaning and significance of the document more difficult. Utilization of this method will help in unwrapping the meaning of the document.

Speaker – who is the author (speaker) of this piece? Do you know anything about the person's background? For example, is the person a public figure with a known agenda or title? A speech from a president would have different implications than that of a minister or onlooker.

Occasion – what is the time and place of the document? What was going on at the time that prompted the person to write this piece?

Audience – to whom is this piece directed? What kind of document is this – newspaper article, speech, diary entry, letter, etc.? Was it an editorial piece in a local newspaper? Can any assumptions be made about the audience? Do you know why the document was created? What kind of language does the document contain?

Purpose – what was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?

Subject – what is the subject of the document? What is the general topic or idea of the piece?

Tone – what is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone? Is there any bias to what s/he is saying?

Make sure to include enough information in your analysis of the document, not just two or three word descriptions. For example, if the speaker has a title or is an official or has a known profession, be sure to include that as part of the 'speaker' description.

Activity

2 Using SOAPStone to Source and Contextualize Documents

The teacher may lead an exercise using SOAPStone on a portion of the first document with your entire class. Either record the information from the class in the first chart below or use SOAPStone on your own with the first document.

Before reading the full documents that follow, use SOAPStone to analyze the source and context of the second and third document. Fill out the second and third chart below.

Title of Document 1:	
S peaker (Who)	
O ccasion (time, place, events)	
A udience (To whom is this piece directed?)	
P urpose (What is the author trying to achieve?)	
S ubject (What is the document about?)	
T one (What is the attitude of the speaker?)	

Title of Document 2:

Speaker (Who)

Occasion (time, place, events)

Audience (To whom is this piece directed?)

Purpose (What is the author trying to achieve?)

Subject (What is the document about?)

Tone (What is the attitude of the speaker?)

Title of Document 3:

Speaker (Who)

Occasion (time, place, events)

Audience (To whom is this piece directed?)

Purpose (What is the author trying to achieve?)

Subject (What is the document about?)

Tone (What is the attitude of the speaker?)

Activity

3 Reading the Documents

Read and annotate the documents to better understand and compare/contrast the perceptions in Russia and the US about the Cuban Missile Crisis.

Also, remember what you have learned about annotation from previous lessons. After you read, complete the comparison/contrast chart that follows.

Document 1:

Retrieved from Library of Congress at: <http://www.loc.gov/exhibits/archives/x2jfk.html>.

Dear Mr. President,

Imagine, Mr. President, what if we were to present to you such an ultimatum as you have presented to us by your actions. How would you react to it? I think you would be outraged at such a move on our part. And this we would understand.

Having presented these conditions to us, Mr. President, you have thrown down the gauntlet. Who asked you to do this? By what right have you done this? Our ties with the Republic of Cuba, as well as our relations with other nations, regardless of their political system, concern only the two countries between which these relations exist. And, if it were a matter of quarantine as mentioned in your letter, then, as is customary in international practice, it can be established only by states agreeing between themselves, and not by some third party. Quarantines exist, for example, on agricultural goods and products. However, in this case we are not talking about quarantines, but rather about much more serious matters, and you yourself understand this.

You, Mr. President, are not declaring quarantine, but rather issuing an ultimatum, and you are threatening that if we do not obey your orders, you will then use force. Think about what you are saying! And you want to persuade me to agree to this! What does it mean to agree to these demands? It would mean for us to conduct our relations with other countries not by reason, but by yielding to tyranny. You are not appealing to reason; you want to intimidate us. No, Mr. President, I cannot agree to this, and I think that deep inside, you will admit that I am right. I am convinced that if you were in my place you would do the same.

.... This Organization [of American States] has no authority or grounds whatsoever to pass resolutions like those of which you speak in your letter. Therefore, we do not accept these resolutions. International law exists; generally accepted standards of conduct exist. We firmly adhere to the principles of international law and strictly observe the standards regulating navigation on the open sea, in international waters. We observe these standards and enjoy the rights recognized by all nations.

You want to force us to renounce the rights enjoyed by every sovereign state; you are attempting to legislate questions of international law; you are violating the generally accepted standards of this law. All this is due not only to hatred for the Cuban people and their government, but also for reasons having

to do with the election campaign in the USA. What morals, what laws can justify such an approach by the American government to international affairs? Such morals and laws are not to be found, because the actions of the USA in relation to Cuba are outright piracy.

This, if you will, is the madness of a degenerating imperialism. Unfortunately, people of all nations, and not least the American people themselves, could suffer heavily from madness such as this, since with the appearance of modern types of weapons, the USA has completely lost its former inaccessibility.

Therefore, Mr. President, if you weigh the present situation with a cool head without giving way to passion, you will understand that the Soviet Union cannot afford not to decline the despotic demands of the USA. When you lay conditions such as these before us, try to put yourself in our situation and consider how the USA would react to such conditions. I have no doubt that if anyone attempted to dictate similar conditions to you—the USA, you would reject such an attempt. And we likewise say—no.

The Soviet government considers the violation of the freedom of navigation in international waters and air space to constitute an act of aggression propelling humankind into the abyss of a world nuclear-missile war. Therefore, the Soviet government cannot instruct captains of Soviet ships bound for Cuba to observe orders of American naval forces blockading this island. Our instructions to Soviet sailors are to observe strictly the generally accepted standards of navigation in international waters and not retreat one step from them. And, if the American side violates these rights, it must be aware of the responsibility it will bear for this act. To be sure, we will not remain mere observers of pirate actions by American ships in the open sea. We will then be forced on our part to take those measures we deem necessary and sufficient to defend our rights. To this end we have all that is necessary.

Respectfully,

/s/ N. Khrushchev
N. KHRUSHCHEV

Document 2:

Moscow 24 October 1962

This letter and the one that follows come from the Library of Congress, “Revelations from the Russian Archives,” found at: <http://www.loc.gov/exhibits/archives/colc.html>.

Transcription:

TOP SECRET

Making Copies Prohibited

Copy No. 1

CIPHERED TELEGRAM

Late tonight R. Kennedy invited me to come see him. We talked alone.

The Cuban crisis, R. Kennedy began, continues to quickly worsen. We have just received a report that an unarmed American plane was shot down while carrying out a reconnaissance flight over Cuba. The military is demanding that the President arm such planes and respond to fire with fire. The USA government will have to do this.

I interrupted R. Kennedy and asked him what right American planes had to fly over Cuba at all, crudely violating its sovereignty and accepted international norms? How would the USA have reacted if foreign planes appeared over its territory?

“We have a resolution of the Organization of American states that gives us the right to such overflights,” R. Kennedy quickly replied.

I told him that the Soviet Union, like all peace-loving countries, resolutely rejects such a “right” or, to be more exact, this kind of true lawlessness, when people who don’t like the social-political situation in a country try to impose their will on it—a small state where the people themselves established and maintained (their system). “The OAS resolution is a direct violation of the UN Charter,” I added, “and you, as the Attorney General of the USA, the highest American legal entity, should certainly know that.”

R. Kennedy said that he realized that we had different approaches to these problems and it was not likely that we could convince each other. But now the matter is not in these differences, since time is of the essence. “I want,” R. Kennedy stressed, “to lay out the current alarming situation the way the president sees it. He wants N. S. Khrushchev to know this. This is the thrust of the situation now.”

“Because of the plane that was shot down, there is now strong pressure on the president to give an order to respond with fire if fired upon when American reconnaissance planes are flying over Cuba. The USA can’t stop these flights, because this is the only way we can quickly get information about the state of construction of the missile bases in Cuba, which we believe pose a very serious threat to our national security. But as we start to fire in response—a chain reaction will quickly start that will be very

hard to stop. The same thing in regard to the essence of the issue of the missile bases in Cuba. The USA government is determined to get rid of those bases—up to, in the extreme case, bombing them, since, I repeat, they pose a great threat to the security of the USA. But in response to the bombing of these bases, in the course of which Soviet specialists might suffer, the Soviet government will undoubtedly respond with the same against us, somewhere in Europe. A real war will begin, in which millions of Americans and Russians will die. We want to avoid that any way we can; I'm sure that the government of the USSR has the same wish. However, taking time to find a way out [of the situation] is very risky (here R. Kennedy mentioned as if in passing that there are many unreasonable heads among the generals, and not only among the generals, who are "itching for a fight"). The situation might get out of control, with irreversible consequences."

"In this regard," R. Kennedy said, "the president considers that a suitable basis for regulating the entire Cuban conflict might be the letter N. S. Khrushchev sent on October 26 and the letter in response from the President, which was sent off today to N. S. Khrushchev through the US Embassy in Moscow. The most important thing for us," R. Kennedy stressed, "is to get as soon as possible the agreement of the Soviet government to halt further work on the construction of the missile bases in Cuba and take measures under international control that would make it impossible to use these weapons. In exchange the government of the USA is ready, in addition to repealing all measures on the 'quarantine' to give the assurances that there will not be any invasion of Cuba and that other countries of the Western Hemisphere are ready to give the same assurances—the US government is certain of this."

"And what about Turkey?" I asked R. Kennedy.

"If that is the only obstacle to achieving the regulation I mentioned earlier, then the president doesn't see any insurmountable difficulties in resolving this issue," replied R. Kennedy. "The greatest difficulty for the president is the public discussion of the issue of Turkey. Formally the deployment of missile bases in Turkey was done by a special decision of the NATO Council. To announce now a unilateral decision by the president of the USA to withdraw missile bases from Turkey—this would damage the entire structure of NATO and the US position as the leader of NATO, where, as the Soviet government knows very well, there are many arguments. In short, if such a decision were announced now it would seriously tear apart NATO."

"However, President Kennedy is ready to come to agreement on that question with N. S. Khrushchev, too. I think that in order to withdraw these bases from Turkey," R. Kennedy said, "we need 4-5 months. This is the minimum amount of time necessary for the US government to do this, taking into account the procedures that exist within the NATO framework. On the whole Turkey issue," R. Kennedy added, "If Premier N.S. Khrushchev agrees with what I've said, we can continue to exchange opinions between him and the president, using him, R. Kennedy and the Soviet ambassador. However, the president can't say anything public in this regard about Turkey," R. Kennedy said again. R. Kennedy then warned that his comments about Turkey are extremely confidential; besides him and his brother, only 2-3 people know about it in Washington.

“That’s all that he asked me to pass on the N. S. Khrushchev,” R. Kennedy said in conclusion. “The president also asked N. S. Khrushchev to give him an answer (through the Soviet ambassador and R. Kennedy) if possible within the next day (Sunday) on these thoughts in order to have a business-like, clear answer in principle. [He asked him] not to get into a wordy discussion, which might drag things out. The current serious situation, unfortunately, is such that there is very little time to resolve this whole issue. Unfortunately, events are developing too quickly. The request for a reply tomorrow,” stressed R. Kennedy, “is just that—a request, and not an ultimatum. The president hopes that the head of the Soviet government will understand him correctly.”

I noted that it went without saying that the Soviet government would not accept any ultimatums and it was good that the American government realized that. I also reminded him of N.S. Khrushchev’s appeal in his last letter to the president to demonstrate state wisdom in resolving this question. Then I told R. Kennedy that the president’s thoughts would be brought to the attention of the head of the Soviet government. I also said that I would contact him as soon as there was a reply. In this regard, R. Kennedy gave me the number of a direct telephone line to the White House.

In the course of the conversation, R. Kennedy noted that he knew about the conversation that television commentator Scali had yesterday with an Embassy advisor on possible ways to regulate the Cuban conflict [one-and-a-half lines whited out].

I should say that during our meeting R. Kennedy was very upset; in any case, I’ve never seen him like this before. True, about twice he tried to return to the topic of “deception,” (that he talked about so persistently during our previous meeting), but he did so in passing and without any edge to it. He didn’t even try to get into fights on various subjects, as he usually does, and only persistently returned to one topic: time is of the essence and we shouldn’t miss the chance.

After meeting with me he immediately went to see the president, with whom, as R. Kennedy said, he spends almost all his time now.

27/X-62 A. DOBRYNIN

*[Source: Russian Foreign Ministry archives, translation from copy provided by NHK, in Richard Ned Lebow and Janice Gross Stein, *We All Lost the Cold War* (Princeton, NJ: Princeton University Press, 1994). Appendix, pp. 523-526; also printed in the Cold War International History Project Bulletin No. 5 with minor revisions.]*

Document 3:

Transcript of letter from Kennedy to Secretary of State recounting same conversation as above.

Office of the Attorney General
Washington, D. C.
October 30, 1962

MEMORANDUM FOR THE SECRETARY OF STATE FROM THE ATTORNEY GENERAL

At the request of Secretary Rusk, I telephoned Ambassador Dobrynin at approximately 7:15 p.m. on Saturday, October 27th. I asked him if he would come to the justice Department at a quarter of eight.

We met in my office. I told him first that we understood that the work was continuing on the Soviet missile bases in Cuba. Further, I explained to him that in the last two hours we had found that our planes flying over Cuba had been fired upon and that one of our U-2's had been shot down and the pilot killed. I said these men were flying unarmed planes.

I told him that this was an extremely serious turn in events. We would have to make certain decisions within the next 12 or possibly 24 hours. There was a very little time left. If the Cubans were shooting at our planes, then we were going to shoot back. This could not help but bring on further incidents and that he had better understand the full implications of this matter.

He raised the point that the argument the Cubans were making was that we were violating Cuban air space. I replied that if we had not been violating Cuban air space then we would still be believing what he and Khrushchev had said (word crossed out)—that there were no long-range missiles in Cuba. In any case I said that this matter was far more serious than the air space over Cuba and involved peoples all over the world.

I said that he had better understand the situation and he had better communicate that understanding to Mr. Khrushchev. Mr. Khrushchev and he had misled us. The Soviet Union had secretly established missile bases in Cuba while at the same time proclaiming, privately and publicly, that this would never be done. I said those missile bases had to go and they had to go right away. We had to have a commitment by at least tomorrow that those bases would be removed. his was not an ultimatum, I said, but just a statement of fact. He should understand that if they did not remove those bases then we would remove them. His country might take retaliatory action but he should understand that before this was over, while there might be dead Americans there would also be dead Russians.

He asked me then what offer we were making. I said a letter had just been transmitted to the Soviet Embassy, which stated in substance that the missile bases should be dismantled and all offensive weapons should be removed from Cuba. In return, if Cuba and Castro and the Communists ended their subversive activities in other Central and Latin-American countries, we would agree to keep peace in the Caribbean and not permit an invasion from American soil.

He then asked me about Khrushchev's other proposal dealing with the removal of the missiles from Turkey. I replied that there could be no quid pro quo—no deal of this kind could be made. This was a matter that had to be considered by NATO and that it was up to NATO to make the decision. I said it was completely impossible for NATO to take such a step under the present threatening position of the Soviet Union. If some time elapsed—and per your instructions, I mentioned four or five months—I said I was sure that these matters could be resolved satisfactorily.

Per your instructions I repeated that there could be no deal of any kind and that any steps toward easing tensions in other parts of the world largely depended on the Soviet Union and Mr. Khrushchev taking action in Cuba and taking it immediately.

I repeated to him that this matter could not wait and that he had better contact Mr. Khrushchev and have a commitment from him by the next day to withdraw the missile bases under United Nations supervision or otherwise, I said, there would be drastic consequences.

RFK: amn

Khrushchev to Kennedy		
	Answer	Evidence from the text
What argument was made about US interference in Cuba (quarantine/reconnaissance flights)?		
How willing were the USSR and the US to engage in battle (first and last document)?		
What did R. Kennedy offer regarding Turkey (last two documents)?		
What do these documents say about US conceptions of liberty?		

Dobrynin to Foreign Ministry		
	Answer	Evidence from the text
What argument was made about US interference in Cuba (quarantine/reconnaissance flights)?		
How willing were the USSR and the US to engage in battle (first and last document)?		
What did R. Kennedy offer regarding Turkey (last two documents)?		
What do these documents say about US conceptions of liberty?		

R. Kennedy to Rusk		
	Answer	Evidence from the text
What argument was made about US interference in Cuba (quarantine/reconnaissance flights)?		
How willing were the USSR and the US to engage in battle (first and last document)?		
What did R. Kennedy offer regarding Turkey (last two documents)?		
What do these documents say about US conceptions of liberty?		

What was the tone of the three documents?

	What words signaled tone?	How would you describe the tone?
Document 1		
Document 2		
Document 3		

What was the purpose of the three documents?

	What parts of the text signaled purpose?	How would you describe the purpose?
Document 1		
Document 2		
Document 3		

Based upon your reading of the three documents, how trustworthy are they? In other words, can you take these documents at their word? Why or why not?

Document 1:

Document 2:

Document 3:

Activity

4 Vocabulary

How did you resolve the meaning of vocabulary you did not know? Are there words that you still do not understand? Here is a list of words. Do you know their meanings? If not, discuss these in class.

ultimatum	What if we were to present to you such an <i>ultimatum</i> .
gauntlet	You have thrown down the <i>gauntlet</i> .
intimidate	You are not appealing to reason; you want to <i>intimidate</i> us.
sovereign	You want to force us to renounce the rights enjoyed by every <i>sovereign</i> state.
abyss	The <i>abyss</i> of a world nuclear-war.
reconnaissance	Carrying out a <i>reconnaissance</i> flight over Cuba.
unilateral	To announce a <i>unilateral</i> decision by the President of the USA.
proclaiming	While at the same time <i>proclaiming</i> , privately and publicly, that this would never be done.
quid pro quo	I replied that there could be no <i>quid pro quo</i> —no deal of this kind could be made.

“Talk-through” the following discipline specific words with a partner.

Organizations

- Organization of American States (OAS)

Places

- Soviet Union
- US
- Cuba
- Turkey

People

- Attorney General Robert Kennedy
- Secretary of State Dean Rusk
- President Kennedy
- Soviet Ambassador Dobrynin

Lesson 6

Comparing Two Presidential Speeches

In this lesson, you will . . .

- Engage in close reading of two presidential speeches.
- Compare and contrast the two speeches, and be able to explain the differences using the other information about the Cold War you have learned.
- Summarize the important information in a document through a précis.

Activity

1 Orientation to the Task

1. Review SOAPStone.

SOAPStone Document Analysis Method

SOAPStone was developed by College Board (the Advanced Placement folks) and is a method for examining and interpreting a document. Often documents contain complex language or symbolism, which makes determining the meaning and significance of the document more difficult. Utilization of this method will help in unwrapping the meaning of the document.

Speaker – who is the author (speaker) of this piece? Do you know anything about the person’s background? For example, is the person a public figure with a known agenda or title? A speech from a president would have different implications than that of a minister or onlooker.

Occasion – what is the time and place of the document? What was going on at the time that prompted the person to write this piece?

Audience – to whom is this piece directed? What kind of document is this – newspaper article, speech, diary entry, letter, etc.? Was it an editorial piece in a local newspaper? Can any assumptions be made about the audience? Do you know why the document was created? What kind of language does the document contain?

Purpose – what was the purpose or meaning behind the text? Is the speaker trying to provoke some reaction from the audience? How does s/he try to accomplish this?

Subject – what is the subject of the document? What is the general topic or idea of the piece?

Tone – what is the attitude of the speaker based on the content of the piece? Does s/he use humor, sarcasm, irony, fear or an objective tone? Is there any bias to what s/he is saying?

Make sure to include enough information in your analysis of the document, not just two or three word descriptions. For example, if the speaker has a title or is an official or has a known profession, be sure to include that as part of the ‘speaker’ description.

Activity

2 Sourcing and Contextualizing Documents

Before reading the two presidential speeches that follow, use SOAPStone to analyze the source and context of these speeches.

Title of Document 1:

Speaker (Who)

Occasion (time, place, events)

Audience (To whom is this piece directed?)

Purpose (What is the author trying to achieve?)

Subject (What is the document about?)

Tone (What is the attitude of the speaker?)

Title of Document 2:

Speaker (Who)

Occasion (time, place, events)

Audience (To whom is this piece directed?)

Purpose (What is the author trying to achieve?)

Subject (What is the document about?)

Tone (What is the attitude of the speaker?)

Activity

3 Reading the Speeches

Read the speeches for at least three purposes:

- To better understand Eisenhower’s and Kennedy’s ideas about liberty, as evidence to help you craft an answer to the essential question: What were the concepts of liberty in the US in relation to its foreign affairs?
- To better understand the changing concepts of and responses to the Cold War.
- To determine the arguments Eisenhower and Kennedy made and the evidence used to back up the arguments. What was the line of reasoning?

Also, remember what you learned about annotation from previous lessons. Annotate with the above three purposes in mind. After reading, complete the comparison/contrast chart that follows.

For a full transcript available from Our Documents, at:

http://ourdocuments.gov/print_friendly.php?page=transcript&doc=90&title=Transcript+of+President+Dwight+D.+Eisenhower%27s+Farewell+Address+%281961%29.

Transcript of President Dwight D. Eisenhower’s Televised Farewell Address (January 17, 1961) Edited

My Fellow Americans:

Three days from now, after half a century in the service of our country, I shall lay down the responsibilities of office as, in traditional and solemn ceremony, the authority of the Presidency is vested in my successor.

This evening I come to you with a message of leave-taking and farewell, and to share a few final thoughts with you, my countrymen.

Like every other citizen, I wish the new President, and all who will labor with him, Godspeed. I pray that the coming years will be blessed with peace and prosperity for all . . .

Throughout America’s adventure in free government, our basic purposes have been to keep the peace; to foster progress in human achievement, and to enhance liberty, dignity and integrity among people and among nations. To strive for less would be unworthy of a free and religious people. Any failure traceable to arrogance, or our lack of comprehension or readiness to sacrifice would inflict upon us grievous hurt both at home and abroad.

Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology—global in scope, atheistic in character, ruthless in purpose, and insidious in method. Unhappily the danger it poses promises to be of indefinite duration. To meet it successfully, there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle—with liberty at stake. Only thus shall we remain, despite every provocation, on our chartered course toward permanent peace and human betterment . . .

A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction.

Our military organization today bears little relation to that known by any of my predecessors in peace time, or indeed by the fighting men of World War II or Korea.

Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. Added to this, three and a half million men and women are directly engaged in the defense establishment. We annually spend on military security more than the net income of all United State corporations.

This conjunction of an immense military establishment and a large arms industry is new in the American experience. The total influence—economic, political, even spiritual—is felt in every city, every state house, every office of the Federal government. We recognize the imperative need for this development. Yet we must not fail to comprehend its grave implications. Our toil, resources and livelihood are all involved; so is the very structure of our society.

In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

We must never let the weight of this combination endanger our liberties or democratic processes. We should take nothing for granted; only an alert and knowledgeable citizenry can compel the proper meshing of huge industrial and military machinery of defense with our peaceful methods and goals, so that security and liberty may prosper together.

Akin to, and largely responsible for the sweeping changes in our industrial-military posture, has been the technological revolution during recent decades.

In this revolution, research has become central; it also becomes more formalized, complex, and costly. A steadily increasing share is conducted for, by, or at the direction of, the Federal government.

Today, the solitary inventor, tinkering in his shop, has been overshadowed by task forces of scientists in laboratories and testing fields. In the same fashion, the free university, historically the fountainhead of free ideas and scientific discovery, has experienced a revolution in the conduct of research. Partly because of the huge costs involved, a government contract becomes virtually a substitute for intellectual curiosity. For every old blackboard there are now hundreds of new electronic computers.

The prospect of domination of the nation's scholars by Federal employment, project allocations, and the power of money is ever present and is gravely to be regarded.

Yet, in holding scientific research and discovery in respect, as we should, we must also be alert to the equal and opposite danger that public policy could itself become the captive of a scientific-technological elite.

It is the task of statesmanship to mold, to balance, and to integrate these and other forces, new and old, within the principles of our democratic system—ever aiming toward the supreme goals of our free society.

Another factor in maintaining balance involves the element of time. As we peer into society's future, we-you and I, and our government-must avoid the impulse to live only for today, plundering, for our own ease and convenience, the precious resources of tomorrow. We cannot mortgage the material assets of our grandchildren without risking the loss also of their political and spiritual heritage. We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

Down the long lane of the history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect.

Such a confederation must be one of equals. The weakest must come to the conference table with the same confidence as do we, protected as we are by our moral, economic, and military strength. That table, though scarred by many past frustrations, cannot be abandoned for the certain agony of the battlefield.

Disarmament, with mutual honor and confidence, is a continuing imperative. Together we must learn how to compose difference, not with arms, but with intellect and decent purpose. Because this need is so sharp and apparent I confess that I lay down my official responsibilities in this field with a definite sense of disappointment. As one who has witnessed the horror and the lingering sadness of war—as one who knows that another war could utterly destroy this civilization which has been so slowly and painfully built over thousands of years—I wish I could say tonight that a lasting peace is in sight.

Happily, I can say that war has been avoided. Steady progress toward our ultimate goal has been made. But, so much remains to be done. As a private citizen, I shall never cease to do what little I can to help the world advance along that road . . .

Transcription courtesy of <http://www.ourdocuments.gov/doc.php?doc=90&page=transcript>.

Commencement Address at American University, June 10, 1963—Edited

President John F. Kennedy
Washington, D.C.
June 10, 1963

. . . I have, therefore, chosen this time and this place to discuss a topic on which ignorance too often abounds and the truth is too rarely perceived—yet it is the most important topic on earth: world peace.

What kind of peace do I mean? What kind of peace do we seek? Not a Pax Americana enforced on the world by American weapons of war. Not the peace of the grave or the security of the slave. I am talking about genuine peace, the kind of peace that makes life on earth worth living, the kind that enables men and nations to grow and to hope and to build a better life for their children—not merely peace for Americans but peace for all men and women—not merely peace in our time but peace for all time . . .

. . . Today the expenditure of billions of dollars every year on weapons acquired for the purpose of making sure we never need to use them is essential to keeping the peace. But surely the acquisition of such idle stockpiles—which can only destroy and never create—is not the only, much less the most efficient, means of assuring peace.

I speak of peace, therefore, as the necessary rational end of rational men. I realize that the pursuit of peace is not as dramatic as the pursuit of war—and frequently the words of the pursuer fall on deaf ears. But we have no more urgent task . . .

Some say that it is useless to speak of world peace or world law or world disarmament—and that it will be useless until the leaders of the Soviet Union adopt a more enlightened attitude. I hope they do. I believe we can help them do it. But I also believe that we must reexamine our own attitude . . . First: Let us examine our attitude toward peace itself. Too many of us think it is impossible. Too many think it unreal. But that is a dangerous, defeatist belief. It leads to the conclusion that war is inevitable—that mankind is doomed—that we are gripped by forces we cannot control.

We need not accept that view. Our problems are manmade—therefore, they can be solved by man. And man can be as big as he wants. No problem of human destiny is beyond human beings . . .

Let us focus instead on a more practical, more attainable peace—based not on a sudden revolution in human nature but on a gradual evolution in human institutions—on a series of concrete actions and effective agreements, which are in the interest of all concerned. There is no single, simple key to this peace—no grand or magic formula to be adopted by one or two powers. Genuine peace must be the product of many nations, the sum of many acts . . .

Second: Let us reexamine our attitude toward the Soviet Union. It is discouraging to think that their leaders may actually believe what their propagandists write. It is discouraging to read a recent

authoritative Soviet text on Military Strategy and find, on page after page, wholly baseless and incredible claims—such as the allegation that “American imperialist circles are preparing to unleash different types of wars . . . that there is a very real threat of a preventive war being unleashed by American imperialists against the Soviet Union . . . [and that] the political aims of the American imperialists are to enslave economically and politically the European and other capitalist countries . . . [and] to achieve world domination . . . by means of aggressive wars.”

Truly, as it was written long ago: “The wicked flee when no man pursueth.” Yet it is sad to read these Soviet statements—to realize the extent of the gulf between us. But it is also a warning—a warning to the American people not to fall into the same trap as the Soviets, not to see only a distorted and desperate view of the other side, not to see conflict as inevitable, accommodation as impossible, and communication as nothing more than an exchange of threats.

Let us not be blind to our differences—but let us also direct attention to our common interests and to the means by which those differences can be resolved. And if we cannot end now our differences, at least we can help make the world safe for diversity. For, in the final analysis, our most basic common link is that we all inhabit this small planet. We all breathe the same air. We all cherish our children’s future. And we are all mortal.

Third: Let us reexamine our attitude toward the cold war, remembering that we are not engaged in a debate, seeking to pile up debating points. We are not here distributing blame or pointing the finger of judgment. We must deal with the world as it is, and not as it might have been had the history of the last 18 years been different . . .

. . . It is our hope—and the purpose of allied policies—to convince the Soviet Union that she, too, should let each nation choose its own future, so long as that choice does not interfere with the choices of others. The Communist drive to impose their political and economic system on others is the primary cause of world tension today. For there can be no doubt that, if all nations could refrain from interfering in the self-determination of others, the peace would be much more assured.

This will require a new effort to achieve world law—a new context for world discussions. It will require increased understanding between the Soviets and ourselves. And increased understanding will require increased contact and communication. One step in this direction is the proposed arrangement for a direct line between Moscow and Washington, to avoid on each side the dangerous delays, misunderstandings, and misreadings of the other’s actions which might occur at a time of crisis . . .

I am taking this opportunity, therefore, to announce two important decisions in this regard.

First: Chairman Khrushchev, Prime Minister Macmillan, and I have agreed that high-level discussions will shortly begin in Moscow looking toward early agreement on a comprehensive test ban treaty. Our hopes must be tempered with the caution of history—but with our hopes go the hopes of all mankind. . .

Second: To make clear our good faith and solemn convictions on the matter, I now declare that the United States does not propose to conduct nuclear tests in the atmosphere so long as other states do not do so. We will not be the first to resume. Such a declaration is no substitute for a formal binding treaty, but I hope it will help us achieve one. Nor would such a treaty be a substitute for disarmament, but I hope it will help us achieve it.

Finally, my fellow Americans, let us examine our attitude toward peace and freedom here at home. The quality and spirit of our own society must justify and support our efforts abroad. We must show it in the dedication of our own lives—as many of you who are graduating today will have a unique opportunity to do, by serving without pay in the Peace Corps abroad or in the proposed National Service Corps here at home.

But wherever we are, we must all, in our daily lives, live up to the age-old faith that peace and freedom walk together. In too many of our cities today, the peace is not secure because the freedom is incomplete.

It is the responsibility of the executive branch at all levels of government—local, State, and National—to provide and protect that freedom for all of our citizens by all means within their authority. It is the responsibility of the legislative branch at all levels, wherever that authority is not now adequate, to make it adequate. And it is the responsibility of all citizens in all sections of this country to respect the rights of all others and to respect the law of the land.

All this is not unrelated to world peace. “When a man’s ways please the Lord,” the Scriptures tell us, “he maketh even his enemies to be at peace with him.” And is not peace, in the last analysis, basically a matter of human rights—the right to live out our lives without fear of devastation—the right to breathe air as nature provided it—the right of future generations to a healthy existence?

The United States, as the world knows, will never start a war. We do not want a war. We do not now expect a war. This generation of Americans has already had enough—more than enough—of war and hate and oppression. We shall be prepared if others wish it. We shall be alert to try to stop it. But we shall also do our part to build a world of peace where the weak are safe and the strong are just. We are not helpless before that task or hopeless of its success. Confident and unafraid, we labor on—not toward a strategy of annihilation but toward a strategy of peace.

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Vocabulary

Were there words in the two speeches that you did not know even after using available resources? Did you read the word in the context of the sentence, try breaking it into meaning parts, consult a dictionary or glossary, or ask another student? Remember, it is okay, in fact necessary, to struggle with meaning in order to truly understand what you read.

Interpret the following phrases and sentences from the two speeches.

...the authority of the Presidency is vested in my successor.

Progress toward these noble goals is persistently threatened by the conflict now engulfing the world.

We face a hostile ideology—global in scope, atheistic in character, ruthless in purpose and insidious in method.

Not so much the emotional and transitory sacrifices of crisis.

Only thus shall we remain, despite every provocation, on our chartered course toward permanent peace and human betterment.

We have been compelled to create a permanent armaments industry of vast proportions.

We must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex.

We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

Not a Pax Americana enforced on the world by American weapons of war.

I speak of peace, therefore, as the necessary rational end of rational men.

But that is a dangerous, defeatist belief.

Let us focus instead on a more practical more attainable peace—based not on a sudden revolution in human nature but on a gradual evolution in human institutions.

Such as the allegation that, “American imperialist circles are preparing to unleash different types of wars.”

Not to see only a distorted and desperate view of the other side, not to see conflict as inevitable, accommodation as impossible.

It is our hope—and the purpose of allied policies—to convince the Soviet Union that she, too, should let each nation choose its own future, so long as that choice does not interfere with the choices of others.

Our hopes must be tempered with the caution of history.

Notes:

Activity

4 Compare and Contrast the Two Speeches

Complete the following comparison/contrast chart.

	Eisenhower		Kennedy	
	Answer	Evidence from the text	Answer	Evidence from the text
How was the US responding to the Cold War?				
How was the USSR responding to the Cold War?				
What were the concepts of liberty in the US in relation to Foreign Affairs?				
What argument was being made? What evidence did they use to back up the argument?				

Write a claim that states the main difference in the two speeches and explains why there is a difference (e.g., one sister is more mature than the other one [the difference] because she is older [the reason for the difference]).

Provide evidence for the claim and for the reason (e.g., the oldest sister has a part-time job and saves her money while the youngest doesn't try to earn money and blows her allowance on junk [evidence for the claim]; the older sister was born three years before the youngest sister, so she has had time to mature [evidence for the reason]).

Activity

5 Writing a Précis

Précis is a type of summarizing that requires you to reproduce the author's argument; the logic, organization and emphasis of the original text in a much shorter form and in one's own words.

Original

For a hundred years and more the monarchy in France had been absolute and popular. It was beginning now to lose both power and prestige. A sinister symptom of what was to follow appeared when the higher ranks of society began to lose their respect for the sovereign. It started when Louis XV selected as his principal mistress a member of the middle class, it continued when he chose her successor from the streets. When the feud between Madame Du Barry and the Duke de Choiseul ended in the dismissal of the Minister, the road to Chanteloup, his country house, was crowded with carriages, while familiar faces were absent from the court at Versailles. For the first time in French history the followers of fashion flocked to do honor to a fallen favorite. People wondered at the time, but hardly understood the profound significance of the event. The king was no longer the leader of society. Kings and presidents, prime ministers and dictators, provide at all times a target for the criticism of philosophers, satirists, and reformers. Such criticism they can usually afford to neglect, but when the time-servers, the sycophants, and the courtiers begin to disregard them, then should the strongest of them tremble on their thrones. (208 words)

Duff Cooper, *Talleyrand*

Précis example on World History lesson, from:
<http://homecomcast.net/~mruland/Skills/précis.htm>.

Précis

From Duff Cooper, *Talleyrand*

For more than a hundred years the monarchy in France had been absolute and popular. But Louis XV lost the respect of the upper ranks of society by choosing his mistresses from lower classes. When the feud of the Duke de Choiseul with Madame Du Barry resulted in the Minister's dismissal, the court turned its attention to him, away from the king. The king, no longer the leader of society, could well tremble for his throne. (76 words)

Précis example on World History lesson, from:
<http://homecomcast.net/~mruland/Skills/précis.htm>.

Do's and Don'ts of Précis Writing

Always state the name of the article/document, the author and the source (is it from a magazine, book, encyclopedia, etc.).

Start your précis by creating context and stating the claim of the piece. Then you should begin presenting the method or evidence that the author used to defend this claim.

Do not use the words “in this article.”

When writing about history, use the past tense.

Do not use abbreviations or contractions.

Avoid words like big, good, bad, little, and a lot. Also, do not use clichés, such as “throughout history.”

Titles of texts should be put in italics OR underlined.

Check for grammar and spelling errors.

Make your précis approximately one-third the length of the text or less. Eisenhower’s speech is 1,160 words, so the précis should be approximately 380 words or less. Kennedy’s speech is 1,562 words, so the précis should be approximately 500 words or less.

Précis 1: Eisenhower Speech

Précis Two: Kennedy Speech

- | | | |
|--|-----|----|
| 1. I stated the name of the document, the author and source. | Yes | No |
| 2. I stated the context or setting. | Yes | No |
| 3. I stated the speaker's argument (claims and evidence). | Yes | No |
| 4. I avoided using phrases such as "in this article." | Yes | No |
| 5. I used past tense. | Yes | No |
| 6. I did not use abbreviations or contractions. | Yes | No |
| 7. I avoided clichés and words like "good" and "bad." | Yes | No |
| 8. I checked for grammar and spelling errors. | Yes | No |
| 9. The précis was an appropriate length. | Yes | No |
| 10. The précis made sense. | Yes | No |

Lesson 7

Participating in a Socratic Seminar

In this lesson, you will . . .

- Use evidence from the texts you have read to create and support a preliminary claim in answer to the essential questions.
- Organize the claim and evidence in graphic form.
- Participate meaningfully in a Socratic Seminar.
- Use discipline-specific vocabulary in your discussion.

Activity

1 Preparing for a Socratic Seminar

Before beginning the Socratic Seminar, review your texts to find out how they address the essential questions and complete the following graphic organizer.

Text	<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What differences existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis?</i>	<i>Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy? If so, how? If not, why not?</i>
Political Cartoon	Author's Claim		
	Evidence		
Photograph	Author's Claim		
	Evidence		
Quotes from Khrushchev	Author's Claim		
	Evidence		
Lecture	Author's Claim		
	Evidence		

After reviewing your evidence, what claim can you make about the answer to the question?
What evidence best supports your claim?

My **claim** (Question 1):

My **evidence** (Question 1):

My **claim** (Question 2):

My **evidence** (Question 2):

My **claim** (Question 3):

My **evidence** (Question 3):

Activity

3 Participating in the Socratic Seminar

Review the rubric by which you will evaluate your performance before the Socratic Seminar begins, assemble your notes, and have your ideas ready. When finished, use the rubric and following questions as an evaluation tool.

Socratic Seminar Self-Evaluation Rubric

Check the boxes that reflect your participation.

Socratic Seminar Rubric	Understands the texts	Participates in discussion	Supports ideas with evidence	Demonstrates critical mindedness	Demonstrates tolerance for uncertainty	Listens and respects others
Above Target	Uses parts of the texts in the discussion and shows understanding of the texts. Shows command of vocabulary.	Demonstrates active participation throughout circle time.	Makes specific references to texts and regularly defends ideas with evidence.	Questions others during discussion in a way that makes sense and adds to the group's discussion.	Is able to listen to and accept others' opinions different from his/her own.	Makes comments reflecting active listening and respect of others.
Target	Uses texts during the discussion but does not show understanding of them. Uses some text vocabulary.	Demonstrates active participation in at least half of the circle time.	Makes references to texts and at times defends ideas with evidence when	Questions and comments to others make sense but do not add to the group's discussion.	Is able to listen to others' opinions different from his/her own but does not use them in remaining discussion.	Generally listens, but is not attentive to details.
Below Target	Does not use any of the texts in the discussion. Does not use text vocabulary.	Demonstrates some participation, but off-task most of the circle time.	Makes no references to texts or does not defend ideas.	Does not question others or questions don't make sense.	Does not accept others' opinions and is unwilling to hear them.	Is consistently inattentive.

What I did do well

What I didn't do well

What I will do next time

Activity

4 Revising Claims and Evidence

Use the following form to list your revised claims and evidence. Also, explain why the evidence you chose supports the claim (e.g., this claim shows that Kennedy did not agree with Russia's building of the Berlin Wall, and that he equated the wall with a lack of freedom).

Claim:

Evidence 1:

Explanation of Evidence:

Evidence 2:

Explanation of Evidence:

Evidence 3:

Explanation of Evidence:

Evidence 4:

Explanation of Evidence:

Evidence 5:

Explanation of Evidence:

Evidence 6:

Explanation of Evidence:

Activity

5 Writing the Essay

Use the following form to list your revised claims and evidence. Also, explain why the evidence you chose supports the claim (e.g., this claim shows that Kennedy did not agree with Russia's building of the Berlin Wall, and that he equated the wall with a lack of freedom).

A large, empty rectangular box with a thin green border, occupying most of the page. It is intended for students to take notes during a Socratic Seminar.

Activity

5 Revising and Editing

Literacy Design Collaborative Rubric

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to establish a claim, but lacks a clear purpose.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Lesson 8

Overview: US and Vietnam

In this lesson, you will . . .

- Demonstrate an understanding of claim and evidence in history.
- Demonstrate understanding of vocabulary you encountered during reading.

Activity

1 Orientation to the Task

List words, phrases, images, etc. that you associate with the Vietnam War:

1.

2.

3.

4.

5.

Write an explanation of each of these terms based upon what you already know about Vietnam.

Lyndon Johnson

Geneva Accord

Viet Cong

Saigon

Tet Offensive

Gulf of Tonkin

Gulf of Tonkin Incident

Activity

2 Viewing the PowerPoint and Taking Notes

Take notes, paying attention to what you learned about the vocabulary words above, and thinking about the kind of information that is important in history.

Claims & Insights

Notes

Summary:

Activity

3 Thinking about Evidence for Claims

The last slide of the PowerPoint includes some of the interpretations of historians regarding the Vietnam Conflict. These are CLAIMS, which need evidence to back them up. What kind of evidence do you think would be convincing? Next to each claim below, write down what kind of evidence would convince you the claim is true.

Claim	What evidence would be convincing?	Why
LBJ escalated the Vietnam Conflict because he thought his reputation would be hurt if he lost Vietnam to the Communists.		
LBJ felt he had to follow the lead of his advisors about Vietnam, because they were “Harvards.”		
Because of the problems in Vietnam, LBJ had no choice but to get more heavily involved.		
LBJ did not want to get involved in Vietnam.		
LBJ and his advisors set up the Gulf of Tonkin incident so they could get more heavily involved.		
LBJ hid from Americans the cost of escalation.		

Graphic Organizer – PowerPoint Overview

Johnson's motivations for involvement and escalation	Johnson's goal	Johnson's tactics
	To win the war in Vietnam	

Also, look for evidence that helps you answer the essential questions:

<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What conflicts existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis? (later: The Vietnam Conflict and the Six-Day War.)</i>	<i>Did the concepts of liberty and freedom change over the course of the 60s as reflected in US foreign policy? If so, how? If not, why not?</i>
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Activity

4 Vocabulary

Revise your definitions based upon information you learned in the PowerPoint.

Lyndon Johnson

Geneva Accords

Viet Cong

Saigon

Tet Offensive

Gulf of Tonkin

Gulf of Tonkin Incident

Activity

5 Orientation to the Task

Did the Johnson administration deliberately incite the Gulf of Tonkin Incident? What really happened on August 4, 1964? Did Johnson knowingly use a questionable report of an attack to push the incident with Congress and escalate the war? After reading the document set in this lesson, write an essay in which you argue an answer to one of the questions. Support your question with evidence from the text.

After deciding answers to these questions, write an argument providing evidence for your answer to one of the questions.

Lesson 9

Types of Texts

In this lesson, you will . . .

- Classify a variety of historical texts and identify challenges to credibility posed by them.
- Learn text-type vocabulary.

Activity

1 Orientation to the Task

List some types of texts you associate with historical study:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Activity

2 Classifying and Reasoning about Texts

Using the information you received in class, classify the following examples of texts by noting if they are primary, secondary or tertiary texts and assigning a genre to each one in the space provided. Then, identify the challenges to credibility that might be a characteristic of the genre.

Text	Primary, Secondary or Tertiary? (Check One)	Genre	Challenges to credibility
Constitution of the United States	Primary Secondary Tertiary		
Goodwin, Doris Kearns, <i>Lyndon Johnson & The American Dream</i> (1991)	Primary Secondary Tertiary		
Article from the <i>New York Times</i> describing US troop deployment (1968)	Primary Secondary Tertiary		
Image of a Vietnamese village on fire after a US attack (1969)	Primary Secondary Tertiary		
Caputo, Philip, <i>A Rumor of War</i> (1977)	Primary Secondary Tertiary		
A cartoon depicting Lyndon Johnson's gradual escalation of US troops in Vietnam (1965)	Primary Secondary Tertiary		
The Gulf of Tonkin Resolution (1964)	Primary Secondary Tertiary		
Transcript of questions and answers exchanged between a reporter and a US Army officer (1968)	Primary Secondary Tertiary		
<i>Vietnam: A Television History</i> (1983)	Primary Secondary Tertiary		

Can you tell the structure of a text excerpt? Determine if the following excerpts are *description*, *explanation*, or *argumentation/justification*. Write your answers on the line below each excerpt.

1. The Johnson Administration essentially found itself in a predicament—a “political war trap” that was a product of the nuclear era, the Cold War, and domestic politics in the United States. The “trap” involved a wavering ally whose regime was threatened. The option of not using military force was discounted for fear of a “communist success” if the ally fell and the domestic repercussions this would trigger (Dennis M. Simon, August 2002; retrieved from: <http://www.srvhs.srvusd.k12.ca.us/Staff/teachers/abgardner/Vietnam/The%20Vietnam%20War>).
2. Johnson brought to the White House a marked change of style from Kennedy. A self-made and self-centered man who had worked his way out of a hardscrabble rural Texas environment to become one of Washington’s most powerful figures, Johnson had none of the Kennedy elegance. He was a bundle of conflicting elements: earthy, idealistic, domineering, insecure, gregarious, suspicious, affectionate, manipulative, ruthless, and compassionate. Johnson’s ego was as huge as his ambition (Tindall and Shi, page 1318).
3. In the end, the United States failed either to avert a communist takeover of South Vietnam, or to avoid humiliation, loss of prestige, and domestic recrimination. To be sure, the North Vietnamese Army (NVA) and southern National Liberation Front (NLF) did not directly evict US forces from Vietnam, nor even inflict upon them a major set-piece battlefield defeat like the Viet Minh did on the French at Dien Bien Phu in 1954... But if US forces were not defeated, neither did they inflict a strategically decisive defeat on the communist side (6)... Years of bombing North Vietnam and “attriting” communist forces in South Vietnam neither broke Hanoi’s will nor crippled its capacity to fight. The absence of US military defeat did not guarantee political success. The appearance of Saigon as Ho Chi Minh City for the past 20 years on maps of Southeast Asia is testimony to the defeat of the American cause in Vietnam (Record, Jeffries, [Winter, 1996-96], Vietnam in retrospect: Could we have won? Parameters, 51-65).
4. On several occasions before March 9, the Vietminh League urged the French to ally themselves with it against the Japanese. Instead of agreeing to this proposal, the French colonialists so intensified their terrorist activities against the Vietminh members that before fleeing they massacred a great number of our political prisoners detained at Yen Bay and Cao Bang (taken from The Declaration of Independence, Democratic Republic of Vietnam, written by Ho Chi Minh in 1945).

Circle any words or phrases that helped you decide what type of text each excerpt was. Discuss your choices.

Lesson 10

Timeline of Vietnam

In this lesson, you will . . .

- Infer historical trends and relationships regarding the Vietnam Conflict using a timeline.
- Ask questions about the Vietnam Conflict after studying the timeline.
- Determine vocabulary meanings by using available resources.

Activity

1 Orientation to the Task

What can you infer about these events, put in chronological order?

- a. A student gets caught smoking in the bathroom.
- b. His parents ground him for one week.

What about these events?

- a. There is potato salad at a picnic.
- b. A number of people get sick to their stomachs immediately after eating picnic food.

In timelines, events are in chronological order, but historians infer the relationships among the events, based upon the best evidence. Events are not necessarily in causal relationships if they are listed chronologically.

Activity

2 Making Inferences from a Timeline

Study the following timeline and come up with: (a) three inferences, and (b) three questions. Specify what kind of evidence you would need to be surer of your inference and what kind of evidence you would need to answer your questions. A map is provided so that you can locate the sites that are referenced in the timeline.



Timeline of American Involvement in Vietnam

1945

Ho Chi Minh Creates Provisional Government.

Following the surrender of Japan to Allied forces, Ho Chi Minh and his People's Congress create the National Liberation Committee of Vietnam to form a provisional government. Japan transfers all power to Ho's Vietminh.

Ho Declares Independence of Vietnam.

British Forces Land in Saigon, Return Authority to French.

1946

Indochina War begins.

The Democratic Republic of Vietnam launches its first concerted attack against the French.

1950

Chinese, Soviets Offer Weapons to Vietminh.

US Pledges \$15M to aid French.

The United States sends \$15 million dollars in military aid to the French for the war in Indochina. Included in the aid package are military advisors.

1954

Battle of Dienbienphu begins.

A force of 40,000 heavily armed Vietminh lay siege to the French garrison at Dienbienphu. Using Chinese artillery to shell the airstrip, the Vietminh make it impossible for French supplies to arrive by air. It soon becomes clear that the French have met their match.

Eisenhower cites "Domino Theory" regarding Southeast Asia.

Responding to the defeat of the French by the Vietminh at Dienbienphu, President Eisenhower outlines the Domino Theory: "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."

Geneva Agreements announced.

Vietminh and French generals sign the Agreement on the Cessation of Hostilities in Vietnam. As part of the agreement, a provisional demarcation line is drawn at the 17th parallel, which will divide Vietnam until nationwide elections are held in 1956. The United States does not accept the agreement, and neither does the government.

1955

Prime Minister of Vietnam Ngo Dinh Diem holds fraudulent referendum. Diem becomes President of Republic of Vietnam.

1956

French Leave Vietnam.

US Training South Vietnamese.

The US Military Assistance Advisor Group (M.A.A.G.) assumes responsibility from the French for training South Vietnamese forces.

1957

Communist Insurgency in South Vietnam.

Communist insurgent activity in South Vietnam begins. Communist Guerrillas assassinate more than 400 South Vietnamese officials. Thirty-seven armed companies are organized along the Mekong Delta.

1959

Weapons Moving Along Ho Chi Minh Trail.

North Vietnam begin infiltrating cadres and weapons into South Vietnam via the Ho Chi Minh Trail. The Trail will become a strategic target for future military attacks.

1961

Vice President Johnson Tours Saigon.

During a tour of Asian countries, Vice President Lyndon Johnson visits Diem in Saigon. Johnson assures Diem that he is crucial to US objectives in Vietnam and calls him “the Churchill of Asia.”

1963

Buddhists Protest Against Diem.

Tensions between Buddhists and the Diem government are further strained as Diem, a Catholic, removes Buddhists from several key government positions and replaces them with Catholics. Buddhist monks protest Diem’s intolerance for other religions and the measures he takes to silence them. In a show of protest, Buddhist monks start setting themselves on fire in public places.

Diem Overthrown, Murdered.

With the tacit approval of the United States, operatives within the South Vietnamese military overthrow Diem. He and his brother Ngo Dinh Nhu are shot and killed.

1964

Gulf of Tonkin Incident.

On August 2, three North Vietnamese PT boats allegedly fire torpedoes at the U.S.S. Maddox, a destroyer located in the international waters of the Tonkin Gulf, some thirty miles off the coast of North Vietnam. The attack comes after six months of covert US and South Vietnamese naval operations. A second, even more highly disputed attack, is alleged to have taken place on August 4.

Debate on Gulf of Tonkin Resolution.

The Gulf of Tonkin Resolution is approved by Congress on August 7 and authorizes President Lyndon Johnson to “take all necessary measures to repel any armed attack against forces of the United States and to prevent further aggression.” The resolution passes unanimously in the House, and by a margin of 82-2 in the Senate. The Resolution allows Johnson to wage all out war against North Vietnam without ever securing a formal Declaration of War from Congress.

1966

LBJ Meets With South Vietnamese Leaders.

President Lyndon Johnson meets with South Vietnamese premier Nguyen Cao Ky and his military advisors in Honolulu. Johnson promises to continue to help South Vietnam fend off aggression from the North, but adds that the US will be monitoring South Vietnam's efforts to expand democracy and improve economic conditions for its citizens.

1967

Martin Luther King, Jr. Speaks Out Against War.

Calling the US "the greatest purveyor of violence in the world," Martin Luther King publicly speaks out against US policy in Vietnam. King later encourages draft evasion and suggests a merger between antiwar and civil rights groups.

1968

North Vietnamese Launch Tet Offensive.

In a show of military might that catches the US military off guard, North Vietnamese and Vietcong forces sweep down upon several key cities and provinces in South Vietnam, including its capital, Saigon. Within days, American forces turn back the onslaught and recapture most areas. From a military point of view, Tet is a huge defeat for the Communists, but turns out to be a political and psychological victory. The US military's assessment of the war is questioned and the "end of the tunnel" seems very far off.

My Lai Massacre:

On March 16, the angry and frustrated men of Charlie Company, 11th Brigade, America Division enter the village of My Lai. "This is what you've been waiting for -- search and destroy -- and you've got it," say their superior officers. A short time later the killing begins. When news of the atrocities surfaces, it will send shockwaves through the US political establishment, the military's chain of command, and an already divided American public.

Paris Peace talks begin.

Following a lengthy period of debate and discussion, North Vietnamese and American negotiators agree on a location and start date of peace talks. Talks are slated to begin in Paris on May 10 with W. Averell Harriman representing the United States, and former Foreign Minister Xuan Thuy heading the North Vietnamese delegation.

1969

Ho Chi Minh Dies at age 79.

News of My Lai Massacre Reaches US

Through the reporting of journalist Seymour Hersh, Americans read for the first time of the atrocities committed by Lt. William Calley and his troops in the village of My Lai. At the time the reports are made public, the Army has already charged Calley with the crime of murder.

1971

Pentagon Papers published.

The New York Times publishes the Pentagon Papers, revealing a legacy of deception concerning US policy in Vietnam on the part of the military and the executive branch. The Nixon administration, eager to stop leaks of what it considers sensitive information, appeals to the Supreme Court to halt the publication. The Court decides in favor of the Times and the First Amendment right to free speech.

1973

Cease-fire Signed in Paris.

A cease-fire agreement that, in the words of Richard Nixon, “brings peace with honor in Vietnam and Southeast Asia,” is signed in Paris by Henry Kissinger and Le Duc Tho. The agreement is to go into effect on January 28.

End of Military Draft Announced.

Last American Troops Leave Vietnam.

Adapted from: <http://www.pbs.org/wgbh/amex/vietnam/timeline/tl3.html#a>.

Inference	What evidence would you need to give you confidence in this inference?
1.	
2.	
3.	

Question	What evidence would you need to answer this question?
1.	
2.	
3.	

Think about these inferences and questions as you read the chapter in the next lesson.

Lesson 11

Reading and Annotating a Chapter about the Vietnam Conflict

In this lesson, you will . . .

- Show through your annotations that you are identifying historically important information about Vietnam from reading.
- Show through discussion and graphic organizers that you can think critically about the information in the chapter.
- Show through annotations and discussion your understanding or discipline-specific and general academic vocabulary.
- Show your understanding of chronology and significance by adding to the Vietnam Timeline.
- Collect textual evidence that addresses the essential questions.

Activity

1 Orientation to the Task

Preview Chapter 30 of *The Americans*. What features does this chapter provide?

Given your preview and what you know about the textbook authors, how trustworthy is the information in this text?

Activity

2 Analyzing History Textbook Chapters

Review G-SPRITE: Geographical, Social, Religious, Intellectual, Technological, and Economic. Review Annotation Guidelines.

Annotate....

- Relationships among events—chronology, causation.
- Actors—who (individuals or groups) is engaging in actions aimed at meeting goals.
- Actions—what the actors (are) doing, the tactics or methods they are using.
- Characteristics—of actions, actors, policies, movements, events.
- Motivations—the goals that lead the actors towards action.
- Categorizations of actions into political, social, economic, religious, cultural, etc.
- Comparison and Contrast—of interpretations of cause/effect, motivations, characteristics, etc.
- Vocabulary—use of words that signal intentions of the author or bias, words that describe key concepts, and words that signal relationships among events.

Read to verify your inferences and answer your questions. Read to find evidence to answer the essential questions.

The essential questions are:

<i>Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?</i>	<i>What conflicts existed in conceptions of liberty and freedom by those participating in The Vietnam Conflict?</i>	<i>Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how? If not, why not?</i>
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Activity

3 Annotating the Text

Annotate the text. After you are finished, evaluate your annotations using the form below.

Annotation Evaluation for History

Check all the features of annotation that you used:

1. Information about the source
2. Information that signaled
 - a. Cause/effect
 - b. Comparison contrast
 - d. Chronology (words signaling time)
 - c. Bias or judgment
 - e. Discipline-specific information and vocabulary
 - f. Other
3. Unknown general academic vocabulary
4. Key actors, actions, goals, and tactics, etc.
5. Political, social, economic, legal, or other characterizations of information
6. Marginal notations that show
 - a. summarizing
 - b. inferencing
 - c. reacting
 - d. connecting to other information
 - e. graphic or pictorial representations of information (e.g., cause-effect chains, time lines)

Evaluate your annotations

- | | | |
|--|-----|----|
| 1. My annotations helped me to focus on the information. | Yes | No |
| 2. My annotations would help me review the chapter for a test. | Yes | No |
| 3. My annotations helped me understand the information better. | Yes | No |
| 4. My annotations helped me to think critically. | Yes | No |

What did you do well?

What could you improve?

Complete G-SPRITE using the chart below on this and every section in this chapter as you read. What factors were important in each of the phases of the Vietnam Conflict? Write the information and page number in the spaces to help you analyze the reasons for why the Vietnam War proceeded the way it did.

	Moving Toward Conflict	US Involvement and Escalation	A Nation Divided	1968: A Tumultuous Year
Geographical				
Social				
Political				
Religious				
Intellectual				
Technological				
Economic				

Activity

4 Debriefing

Section One: Moving Toward Conflict

Discuss what you paid attention to with your class in this section.

Think about the questions that are raised in this discussion, including the following:

Danzer (textbook): “On November 1, 1963, a US-supported military coup toppled Diem’s regime. Against Kennedy’s wishes, Diem was executed.”

Timeline: “With the tacit approval of the United States, operatives within the South Vietnamese military overthrow Diem. He and his brother Ngo Dinh Nhu are shot and killed.”

How do these statements differ? How would you determine the most supported interpretation?

Read the document on the next page and decide which interpretation it supports. Write your thoughts here:

~~TOP SECRET~~

October 25, 1963

Check-List of Possible U.S. actions
in Case of Coup

1. Evacuation of American dependents.
2. Movement of U.S. forces into positions outside Viet-Nam from which they can be readily dispatched to Viet-Nam, if the occasion arises, for:
 - a. Protecting Americans in Viet-Nam.
 - b. Removal of U.S. equipment from Viet-Nam.
 - c. Intervention into political struggle.
 - d. Stabilization of military situation vis-a-vis the Viet-Cong.
3. Inducement (financial, political or otherwise) to opportunists or recalcitrants to join in coup.
4. Cessation of all U.S. aid to Diem Government and announcement thereof.
5. Use U.S. facilities in Viet-Nam (military advisors, transport, communications, etc.) in support of coup group.
6. Political actions to point coup toward civilian government.
 - a. Discussions with military officers.
 - b. Protection of potential civilian heads of state and discussions with them.
7. Once coup group has seized power, rally promptly to its support with statements and assistance.

FE: JAMendenhall:aws

~~TOP SECRET~~

DECLASSIFIED
E.O. 12958, Sec. 3.5(b)
Department of State Guidelines
By mmk NARA, Date 3/21/97

The question left unanswered by the text above is whether President Kennedy supported Diem's assassination. Read the following account offered by historian Richard Reeves in his book, *President Nixon: Alone in the White House*, page 371. (Retrieved from http://www.historycommons.org/context.jsp?item=vietnam_637&scale=2#vietnam_637.)

President Nixon's aides have diligently tried to find evidence linking former President John F. Kennedy to the 1963 assassinations of South Vietnamese President Ngo Dinh Diem and his brother, Ngo Dinh Nhu (see June 17, 1971), but have been unsuccessful. "Plumber" E. Howard Hunt (see July 7, 1971) has collected 240 diplomatic cables between Washington, DC, and Saigon from the time period surrounding the assassinations, none of which hint at any US involvement in them. White House aide Charles Colson, therefore, decides to fabricate his own evidence. Using a razor blade, glue, and a photocopier, Colson creates a fake "cable" dated October 29, 1963, sent to the US embassy in Saigon from the Kennedy White House. It reads in part, "At highest level meeting today, decision reluctantly made that neither you nor Harkin [apparently a reference to General Paul Harkins, the commander of US forces in Vietnam at the time] should intervene on behalf of Diem or Nhu in event they seek asylum." [REEVES, 2001, PP. 371]

What implications for interpreters of history are there for fabricated or made-up evidence?

Do you know yet whether or not the President approved or did not approve the assassination of Diem? If not, what kind of evidence would you look for?

Section Two: US Involvement and Escalation

Read and annotate the next section. Add to G-SPRITE when you are finished. Discuss your thoughts in class. Join the discussion. How do these statements differ? How would you determine the most supported interpretation?

Section Three: A Nation Divided

Read and annotate this next section. Add to G-SPRITE when you are finished. Discuss your thoughts in class. Join the discussion.

Think about the effects of the Vietnam Conflict. List these, then make a concept map that illustrates their relationship.

1.

2.

3.

4.

5.

6.

Etc.

Concept Map:

Section Four: 1968: A Tumultuous Year

Read and annotate the next section. Add to G-SPRITE when you finished. Discuss your thoughts in class. Join the discussion.

Three questions to ponder:

- Do you think that President Johnson should have stayed in the race for the Presidency? Why or Why not? What evidence are you basing your answer on?
- Read Danzer’s description of the 1968 Chicago Democratic Convention again. Do you think Danzer agrees with the way the Chicago police handled the protesters? What in the text makes you answer that way? Based upon your reading, what is your opinion? Do you believe that the Chicago police overstepped their bounds, or were they justified? What in the text makes you answer that way?
- When Nixon became president, he said he wanted, “peace with honor.” What did that mean to him? Did he achieve his goal? Why or why not?

Consider using a T-Chart, writing down evidence for both “Yes” and “No” to each question, then deciding.

Yes

No

Yes

No

Yes

No

Activity

5 Vocabulary

With what words are you still struggling? Write these below. In class discussions, determine their meanings.

Discipline-specific vocabulary: Talk through the following discipline-specific terms. What can you say about them now that you have read the chapter?

Organizations

- Vietminh/National Liberation Front
- Vietcong
- ARVN
- Green Berets
- SDS
- FSM

Documents

- Geneva Accords
- Tonkin Gulf Resolution

Events

- Tet Offensive
- Cold War

Other Terms

- Communism
- fragging
- Domino Theory
- USS Maddox
- USS Turner Joy
- War of Attrition
- Napalm
- Agent Orange
- search and destroy mission
- Doves and Hawks

People

- Ho Chi Minh
- Ngo Dinh Diem
- Barry Goldwater
- Robert McNamara
- Walter Cronkite
- Dean Rusk
- General William Westmoreland
- Senator William J. Fulbright
- Robert Kennedy
- Eugene McCarthy
- Hubert Humphrey
- Richard Nixon
- George Wallace

Places

- French Indochina
- Ho Chi Minh Trail
- Cambodia
- Gulf of Tonkin
- Laos
- Dien Bien Phu

Policies

- containment
- escalation

Activity

6 Returning to the Timeline

Go back to the timeline that you studied in Lesson 10.

Is there anything you read in the text that is not mentioned here? If there is, is it significant enough to add? Is there anything already on the timeline that you would like to change, remove, or add? Write these in their appropriate year.

1945

1946

1950

1954

1955

1956

1957

1959

1961

1963

1964

1966

1967

1968

1969

1971

1973

Activity

7 Returning to the Essential Questions

What did you learn that addresses the essential questions?

Were the concepts of liberty and equality reflected in US foreign policy? If so, how? If not, why not?

What conflicts existed in conceptions of liberty and freedom by those participating in the Vietnam Conflict?

Did the concepts of liberty and freedom change over the course of the 1960s as reflected in US foreign policy? If so, how? If not, why not?

Lesson 12

Answering Document-Based Questions

In this lesson, you will . . .

- Demonstrate your ability to interpret primary source documents.
- Show your understanding of the Vietnam Conflict through your answers to a document-based question.
- Demonstrate your ability to write an essay answering the document-based question.

Activity

1 Orientation to the Task

How did Ho Chi Minh’s motivations change from 1945 to 1962? After reading the documents in this lesson, write an essay in which you compare the language among the three documents (spanning the years from 1945 to 1962) and argue what these changes say about Ho Chi Minh’s motivations.

Discuss this prompt with a partner in class. What do you need to interpret for? What will you be looking for as you read the documents?

Example:

Texts	Document A	Document B	Document C
Who is the intended audience?	(Include paraphrases or quotes.)		
What is the tone? What language signals the tone?	(Include language that signals tone.)		
What was happening at the time the document was written?			
What is the purpose of the document?	(Include paraphrases or quotes.)		
How does the language change from the first to the second document? The second to the third?			
What does the language reveal about motivation and how does it change over time?			
How does this support your explanations of motives?			

Claim or Thesis: What changes in language were there? What do these changes reveal about Ho Chi Minh’s motives and how they changed over time?

Activity

2 Reading the Documents

Document A

“Declaration of Independence, Democratic Republic of Vietnam*"

Ho Chi Minh (Hanoi, 2 September 1945).

“All men are created equal. They are endowed by their Creator with certain inalienable rights; among these are Life, Liberty, and the pursuit of Happiness.”

This immortal statement was made in the Declaration of Independence of the United States of America in 1776. In a broader sense, this means: All the peoples on the earth are equal from birth, all the peoples have a right to live, to be happy and free.

The Declaration of the French Revolution made in 1791 on the Rights of Man and the Citizen also states:

“All men are born free and with equal rights, and must always remain free and have equal rights.” Those are undeniable truths. Nevertheless, for more than eighty years, the French imperialists, abusing the standard of Liberty, Equality, and Fraternity, have violated our Fatherland and oppressed our fellow-citizens. They have acted contrary to the ideals of humanity and justice. In the field of politics, they have deprived our people of every democratic liberty.

They have enforced inhuman laws; they have set up three distinct political regimes in the North, the Center and the South of Vietnam in order to wreck our national unity and prevent our people from being united. They have built more prisons than schools. They have mercilessly slain our patriots—they have drowned our uprisings in rivers of blood. They have fettered public opinion; they have practiced obscurantism against our people.

To weaken our race they have forced us to use opium and alcohol. In the fields of economics, they have fleeced us to the backbone, impoverished our people, and devastated our land. They have robbed us of our rice fields, our mines, our forests, and our raw materials. They have monopolized the issuing of banknotes and the export trade. They have invented numerous unjustifiable taxes and reduced our people, especially our peasantry, to a state of extreme poverty. They have hampered the prospering of our national bourgeoisie; they have mercilessly exploited our workers.

In the autumn of 1940, when the Japanese Fascists violated Indochina’s territory to establish new bases in their fight against the Allies, the French imperialists went down on their bended knees and handed over our country to them. Thus, from that date, our people were subjected to the double yoke of the French and the Japanese.

Their sufferings and miseries increased. The result was that from the end of last year to the beginning of this year, from Quang Tri province to the North of Vietnam, more than two million of our fellow-citizens died from starvation. On March 9, the French troops were disarmed by the Japanese. The French colonialists either fled or surrendered,

showing that not only were they incapable of “protecting” us, but that, in the span of five years, they had twice sold our country to the Japanese.

On several occasions before March 9, the Vietminh League urged the French to ally themselves with it against the Japanese. Instead of agreeing to this proposal, the French colonialists so intensified their terrorist activities against the Vietminh members that before fleeing they massacred a great number of our political prisoners detained at Yen Bay and Cao Bang.

Notwithstanding all this, our fellow-citizens have always manifested toward the French a tolerant and humane attitude. Even after the Japanese putsch of March 1945, the Vietminh League helped many Frenchmen to cross the frontier, rescued some of them from Japanese jails, and protected French lives and property.

From the autumn of 1940, our country had in fact ceased to be a French colony and had become a Japanese possession. After the Japanese had surrendered to the Allies, our whole people rose to regain our national sovereignty and to found the Democratic Republic of Vietnam.

The truth is that we have wrested our independence from the Japanese and not from the French.

The French have fled, the Japanese have capitulated, Emperor Bao Dai has abdicated. Our people have broken the chains, which for nearly a century have fettered them and have won independence for the Fatherland. Our people at the same time have overthrown the monarchic regime that has reigned supreme for dozens of centuries. In its place has been established the present Democratic Republic.

For these reasons, we, members of the Provisional Government, representing the whole Vietnamese people, declare that from now on we break off all relations of a colonial character with France; we repeal all the international obligation that France has so far subscribed to on behalf of Vietnam and we abolish all the special rights the French have unlawfully acquired in our Fatherland.

The whole Vietnamese people, animated by a common purpose, are determined to fight to the bitter end against any attempt by the French colonialists to reconquer their country. We are convinced that the Allied nations, which at Tehran and San Francisco have acknowledged the principles of self-determination and equality of nations will not refuse to acknowledge the independence of Vietnam.

A people who have courageously opposed French domination for more than eighty years, a people who have fought side by side with the Allies against the Fascists during these last years, such a people must be free and independent.

For these reasons, we, members of the Provisional Government of the Democratic Republic of Vietnam, solemnly declare to the world that Vietnam has the right to be a free and independent country and in fact it is so already. The entire Vietnamese people are determined to mobilize all their physical and mental strength, to sacrifice their lives and property in order to safeguard their independence and liberty.

Source: Ho Chi Minh, Selected Works (Hanoi, 1960-1962), Vol. 3, pp. 17-21.

* Note, the Democratic Republic of Vietnam has been renamed The Socialist Republic of Vietnam.

Document B**The Manifesto of The Laodong Party, February 1951**

(The Vietnam Dang Lao Dong Party [Vietnam Workers' Party] controlled the government of the Democratic Republic of Vietnam (DRV). It was established in February 1951. Ho Chi Minh chaired the Central Executive Committee of the Lao Dong Party from its creation until his death in September 1969.)

The main task of the Viet Nam Laodong Party now is: To unite and lead the working class, the working masses and the entire people of Viet Nam in their struggle to wipe out the French colonialists and defeat the American interventionists; to bring the liberation war of the Viet Nam people to complete victory, thereby making Viet Nam a genuinely independent and united country.

The Viet Nam Laodong Party fully supports the Government of the Viet Nam Democratic Republic, unites and co-operates closely with other parties and organizations in the Lien Viet Front in order to realize fully the people's democratic regime-politically, economically, socially and culturally.

The Viet Nam Laodong Party stands for guaranteeing the legitimate interests of all strata of the people.

It recommends that special care should be taken to raise the material and moral standards of living of the army, which fights for the defense of the country against the enemy, and which had been enduring the greatest hardships.

The workers, who are fighters in production, must have the opportunity continually to improve their living conditions and to take part in running their own enterprises.

The peasants, who are production combatants in the rural areas, must benefit from the reduction of land rent and interest and from appropriate agrarian reforms.

The intellectual workers must be encouraged and assisted in developing their abilities.

Small trades-people and small employers must be assisted in developing trade and handicrafts.

The national bourgeoisie must be encouraged, helped and guided in their undertakings to contribute to the development of the national economy.

The right of the patriotic landlords to collect land rent in accordance with the law must be guaranteed.

The national minorities must be given every assistance and must enjoy absolute equality in rights and duties.

Effective help must be rendered to the women so as to bring about equality between men and women.

Believers in all religions must enjoy freedom of worship.

Overseas Vietnamese in foreign countries must be protected.

The lives and properties of foreign residents in Viet Nam must be protected.

Chinese nationals, in particular, if they so desire, will be allowed to enjoy the same rights and perform the same duties as Vietnamese citizens.

In the field of external affairs, the Viet Nam Laodong Party recommends: 'The Viet Nam people must unite closely with and help the peoples of Cambodia and Laos in their struggle for independence and, with them, liberate jointly the whole of Indo-China; actively support the national liberation movements of oppressed peoples; unite closely with the Soviet Union, China and other people's democracies; form close alliances with the peoples of France and the French colonies so as to contribute to the anti-imperialist struggle to defend world peace and democracy!

Confident in the efforts of all its members, in the support of working men and women and in the sympathy of the entire people, the Viet Nam Laodong is sure to fulfill its tasks of: Bringing the liberation war to complete victory. Developing the people's democratic regime. Contributing to the defence of world peace and democracy. Leading the Viet Nam people toward Socialism.

Source:

New China News Agency, April 6, 1951.

Document C

Viet Cong Program, 1962
PROGRAM OF THE PEOPLE'S REVOLUTIONARY PARTY OF
VIETNAM January 1962

1. We will overthrow the Ngo Dinh Diem government and form a national democratic coalition government.
2. We will carry out a program involving extension of democratic liberties, general amnesty for political detainees, abolition of agrorvilles and resettlement centers, abolition of the special military tribunal law and other undemocratic laws.
3. We will abolish the economic monopoly of the US and its henchmen, protect domestically made products, promote development of the economy, and allow forced evacuees from North Vietnam to return to their place of birth.
4. We will reduce land rent and prepare for land reform.
5. We will eliminate US cultural enslavement and depravity and build a nationalistic progressive culture and education.
6. We will abolish the system of American military advisers and close all foreign military bases in Vietnam.
7. We will establish equality between men and women and among different nationalities and recognize the autonomous rights of the national minorities in the country.
8. We will pursue a foreign policy of peace and will establish diplomatic relations with all countries that respect the independence and sovereignty of Vietnam.
9. We will re-establish normal relations between North and South as a first step toward peaceful reunification of the country.
10. We will oppose aggressive wars and actively defend world peace.

Source:

Reprinted from *Viet Cong* by Douglas Pike (Cambridge, Massachusetts: 1966).

Copied from: <http://www.unc.edu/courses/2009fall/hist/140/006/Documents/VietnameseDocs.pdf>.

Activity

3 Reviewing sample DBQ Essays

Study the examples of document-based essays. Decide what you think makes a good essay. Then, review the rubric for a DBQ essay and evaluate the essay using the rubric.

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-G and your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period.

How and for what reasons did United States foreign policy change between 1920 and 1941?

Use the documents and your knowledge of the period 1920-1941 to construct your response.

Document A

Source: Candidate Warren G. Harding in a speech at Des Moines, Iowa, October 1920.

I oppose the League not because I fail to understand what . . . ‘we are being let in for,’ but because I believe I understand precisely what we are being let in for.

I do not want to clarify these obligations; I want to turn my back on them. It is not interpretation but rejection that I am seeking. My position is that the present League strikes a deadly blow at our constitutional integrity and surrenders to a dangerous extent our independence of action.

Document B

Source: Charles Evans Hughes, Secretary of State, Washington, D.C., November 12, 1921.

The world looks to this Conference to relieve humanity of the crushing burden created by competition in armament, and it is the view of the American Government that we should meet that expectation without any unnecessary delay. It is therefore proposed that the Conference should proceed at once to consider the question of the limitation of armament. . . .

Document C

Source: Edwin L. James, European correspondent of *The New York Times*, October 1930.

Officially, our government stays out of world organizations . . . we continue to shy at the World Court. But such things count for less and less. We must deal with the world and the world must deal with us. Let there be an international conference, and imponderable influences bring the United States there. A conference on reparations, we are there. The International Bank is set up, an American is made president. The World Court meets, an American is put on the bench . . . It is always the case that the American position is among the most important. Such is one of the prices of our power. Few world problems arise in which the influence of the United States will not swing the decision if we take a real interest. Opposition to the United States is a serious undertaking. Our dollars are powerful; there are so many of them.

Document D

Source: “Butchery Marked Capture of Nanking.” *The New York Times*, December 18, 1937.

Through wholesale atrocities and vandalism at Nanking the Japanese Army has thrown away a rare

opportunity to gain the respect and confidence of the Chinese inhabitants and of foreign opinion there . . . Wholesale looting, the violation of women, the murder of civilians, the eviction of Chinese from their homes, mass executions of war prisoners and the impressing of able-bodied men [have] turned Nanking into a city of terror. The killing of civilians [has been] widespread. Foreigners who traveled widely through the city Wednesday found dead on every street. Some of the victims were aged men, women, and children . . . Many victims were bayoneted and some of the wounds were barbarously cruel. Any person who ran because of fear or excitement was likely to be killed on the spot as was anyone caught by roving patrols in streets or alleys after dusk.

Document E

Source: Republican Party platform, June 1940.

The Republican Party is firmly opposed to involving this nation in a foreign war. We are still suffering from the ill effects of the last World War . . .

The Republican Party stands for Americanism, preparedness and peace. We accordingly fasten upon the New Deal full responsibility for our unpreparedness and for the consequent danger of involvement in war.

We declare for the prompt, orderly, and realistic building of our national defense to the point at which we shall be able not only to defend the United States, its possessions, and essential outposts from foreign attack, but also efficiently to uphold in war the Monroe Doctrine.

Document F

Source: Full-page advertisement in the *St. Louis Post-Dispatch*, September 1940.

Mr. Roosevelt today committed an act of war. He also became America's first dictator. Secretly his Secretary of State, Mr. Hull, entered into an agreement with the British Ambassador that amounts to a military and naval alliance with Great Britain . . .

The President has passed down an edict that compares with the edicts forced down the throats of Germans, Italians and Russians by Hitler, Mussolini and Stalin. He hands down an edict that may eventually result in the shedding of the blood of millions of Americans; that may result in transforming the United States into a goose-stepping regimented slave-state . . . Of all the sucker real estate deals in history, this is the worst, and the President of the United States is the sucker.

Document G

Source: *Chicago Daily News*, November 25, 1940.

(Picture not available)

Essay 1:

Between the two world wars, United States foreign policy changed from being isolationistic to having increasing fears of what global events might do to the free world if they did not do something to help out in World War II. Until the attack on Pearl Harbor in December of 1941, the United States remained reluctant to have any active role in the war for fear of another aftermath like that of World War I in which Europe had massive debt to the United States which it could not pay back and an American society that turned isolationistic and cynical, with writers of the Lost Generation like F. Scott Fitzgerald, and the Roaring Twenties characterized by mass consumerism and materialism. Americans just wanted to keep to themselves until sometime after the Great Depression of the early 1930s, where a war-stimulated economy may have become a more appealing idea.

President Woodrow Wilson's plan of the League of Nations after World War I presented a conflicting issue within the United States, over the US participation in it. Warren Harding's view in Document A clearly reflects the isolationistic view that most Americans held. It was a conflict between the irreconcilables and the reservationists. Wilson was stubborn in his determination to get the US to participate in the League of Nations (the irreconcilable side) while others, such as Henry Cabot Lodge, opposed Article X of the charter, which stated that the US would have to join in a war if its alliances did so. The election of Harding in 1920 represented the popular opinion of rejection of the League of Nations and participation in this world court that would put limitations on the US. The 1920's would show a trend of Republican, laissez-faire presidents like Harding, Coolidge, and Hoover, who would only focus on domestic policy (limited as it was) and keep totally out of world issues. Document B, however, shows the concern of some over the armaments build up within Europe. Although the treaty of Versailles would limit German militarism, the years leading up to WWII with the rise of Hitler would overturn this. Nonetheless, Americans remained reserved throughout the Twenties.

After the stock market crash in October 1929, the spark of the Great Depression, the 1930s would show increasing awareness of global issues and perhaps a need to get involved. In Document C, when James refers to "a conference on reparations," he is talking about the Young Plan and Dawes Act in which the United States agreed to alleviate the debt of Germany from WWI and extend the payment time. This is reflective of some opinions that perhaps the United States does have a role to play in a world court, being a superpower. However, James says "Our dollars our powerful" and that the US is economically stable, even though this was stated in October 1930, a year into the Great Depression, and this questions the validity of this person's opinion of US readiness for global participation. With the Japanese invading Manchuria and the "Rape of Nanjing" being publicized in the *New York Times*, this reflects increased public sentiment toward what is happening outside of the US. Franklin Delano Roosevelt's New Deal program is allowing the economy to slowly get back on its feet with increased social legislation and government regulation of business. By the time this article appeared in 1937, the public's eyes were opened to the horrors occurring in China as so descriptively revealed in Document C.

Document E, showing the platforms of the Republican and Democratic parties for the election of 1940, reveals the platforms are incredibly similar. Both reflect the resolution to keep out of World War II, started in 1939. Both are determined to uphold the Monroe Doctrine of isolationism. The Republican Party criticizes the New Deal but, like the Democrats, advocated preparedness and military buildup. The comment of the need for a strong navy by the Democrats reflects the opinions of Alfred Mahan, who expressed that the country who rules the seas rules the world. Document F criticizes FDR's principle of aiding Great Britain in the war. The public was concerned with this because of the Nye committee report which stated that the reason America was dragged into World War I was because of the bankers who had economic ties with Europe by lending them money. However, FDR is aware of this and established the cash and carry rule, in violation of the Neutrality Acts, and states that Britain may receive supplies from the US only if they pay cash and carry the supplies in their own ships, in order to prevent the debt problem of WWI. The cartoon of Document G reflects the growing question of the US role in the war and the confusion and differences of opinion. Some people question the "wiseness" in appeasing Hitler while many are determined to remain isolated. However, it is clear that since these are becoming major issues and questions, the US is no longer totally to themselves. The statement FDR makes in Document H and his analogy to the fire hose reflects the need he sees to keep Great Britain alive by helping it defend himself. If Britain falls, there is threat of the rest of the free world falling to communism or fascism. William H. Taft, now the Supreme Court Chief Justice, referred to FDR's statement as the "chewing gum theory"—once you lend a country war supplies, you do not want it back. This portrays the other opinion of keeping totally out of the war.

Until the Japanese attack on Pearl Harbor in 1941, the US would continue to lend supplies to the allies but do everything else to not fight. Nonetheless, this shows a change from the general feeling of the 1970s of complete isolationism to the growing concern of the fate of the free world during WWII.

Essay 2:

After 1920, the world was recovering from the horror of WWI. Many Americans were upset with the loss of life that had occurred; which led to a policy of isolationism. With the rise of totalitarian regimes in Europe and the start of WWII American grudgingly began to change. There were many reasons for this change, from isolationist to world player both at home and abroad.

The end of WWI left Americans shocked and horrified at the deaths that had occurred. Congress did not support the Versailles Treaty, and politicians spoke out against it, specifically the League of Nations (Document A). People felt that the league would encroach upon American policies, and Americans didn't like the idea of Europeans having a say in their affairs.

In the Roaring Twenties the economy boomed and to continue economic success protective tariffs were raised. Military spending was down and there was an effort to disarm (Document B). This idea that the weapons would no longer be needed was founded in the idea that the first world war had been so bad that there would never be another. This and what led to the policy of appeasement.

After Black Tuesday in 1929, the economies of all the nations in the world were doing badly. The London Conference was called and Hoover promised to go. It was important that America attend because many of the war debts were owed to her, and one of the main goals was to stabilize currency. America's dollar was relatively strong, but in the end, Hoover elected not to attend the conference. His no show rendered the conference useless (Document C) and continued America's policy of isolationism.

On September 18, 1931, Japan attacked Manchuria. America condemned the action but did nothing. It was not until many years later that public opinion (shown by Document D) had shifted enough to support embargoes against Japan. Still no military action was taken but the US could no longer ignore world affairs.

After the outbreak of WWII, specifically the defeat of France and the Battle of Batan the US began taking a more active role in world affairs. Still neutral American continued to maintain that it would not enter the war (Document E). This was very important to FDR because he was re-elected on the campaign slogan "he kept us out of the war." However tariffs had been lowered during the "New Deal" and trade with foreign powers commenced on the basis that they pay cash and take bought good away themselves.

As Americans began siding more and more with the Allies isolationism broke down, (Document H) FDR developed a policy of "lending" munitions and supplies to England, France and eventually Russia. Many Americans doubted this (Document F).

In the 20 years between 1920 and 1940 America went from completely isolated to taking an active (but neutral) part in world affairs. In 1941 the Japanese bombed Pearl Harbor and war was declared. By this point the army and navy had been built up (Document E) and America was ready for war.

What makes a DBQ good?

Evaluate the two essays using the DBQ rubric on the next two pages.

Notes:

AP US HISTORY: GENERIC RUBRIC FOR DBQ RESPONSES

The list of characteristics following the grades apply to both free response essays and DBQs and indicate what student essays need to contain in order to score in a particular category. In addition, DBQ essays must incorporate document analysis and substantial information that is not contained in the documents (outside information).

8-9 points

- Strong, well-developed thesis which clearly addresses the question; deals with the most significant issues and trends relevant to the question and the time period.
- Abundant, accurate specifics; may contain insignificant errors.
- Depending on what is called for, demonstrates well-reasoned analysis of relationship of events and people, cause and effect, continuity and change.
- Covers all areas of the prompt in approximate proportion to their importance (extremely good papers need not be totally balanced).
- Effective organization and clear language.

DBQ: Sophisticated use of a substantial number of documents; substantial relevant outside information; chronologically coherent.

5-7 points

- Has a valid thesis; deals with relatively significant issues and trends.
- Some accurate specific information relevant to the thesis and question
- Analyzes information: uses data to support opinions and conclusions; recognizes historical causation, change and continuity.
- Adequately addresses all areas of prompt; may lack balance.
- May contain a few errors, usually not major.
- Adequately organizes; generally clear language; may contain some minor grammatical errors.

DBQ: Use of some documents and some relevant outside information.

2-4 points

- Thesis may be absent, limited, confused, or poorly developed; may take a very general approach to the topic, failing to focus on the question; position may be vague or unclear.
- Superficial or descriptive data which is limited in depth and/or quantity.
- Limited understanding of the question; may be largely descriptive and narrative.
- Adequately covers most areas of the prompt; may ignore some tasks.
- May contain major errors.
- Demonstrates weak organization and writing skills, which may interfere with comprehension.

DBQ: Misinterprets, briefly cites, or simply quotes documents; little outside information, or information which is inaccurate or irrelevant.

0-1 point

- Usually has no discernible thesis, contains a thesis that does not address the question, or simply restates the question.
- Superficial, inappropriate or erroneous information; or information limited to a small portion of the prompt.
- Analysis may be fallacious.
- May contain numerous errors, both major and minor.
- May cover only portions of the prompt; refers to the topic but does not address the prompt.
- Erratic organization; grammatical errors may frequently hinder comprehension.

DBQ: Poor, confused or no use of documents; inappropriate or no outside information.

Conversion to numerical grades:

9	98
8	93
7	88
6	83
5	78
4	74
3	68
2	63
1	58

Essay 1: Score

Reason for score:

Essay 2: Score

Reason for score:

Activity

4 Writing the Essay

Outline the rest of your essay.

Write a first draft.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their answers to document-based questions.

Using the rubric above, evaluate your essay, and have another student evaluate it as well. After evaluating, rewrite your essay to improve it. Read it to another student or group and ask for feedback. Get feedback from your teacher. Then, revise it one more time in the space below.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their answers to document-based questions.

Lesson 13

Interpreting History and Writing an Argument

In this lesson, you will . . .

- Demonstrate your ability to interpret primary and secondary source documents.
- Show your understanding of the issues in the Gulf of Tonkin Incident through graphic organizers and discussion.
- Demonstrate your ability to write a historical argument that takes a stand on a historical controversy and provides evidence to support the stand.

Activity

1 Orientation to the Task

After reading the documents in this lesson, decide the answer to three questions:

1. Did the Johnson administration deliberately incite the Gulf of Tonkin Incident?
2. What really happened on August 4, 1964?
3. Did Johnson knowingly use a questionable report of an attack to push the incident with Congress and escalate the war?

After deciding answers to these questions, write an argument providing evidence for your answer to one of the questions.

Activity

1 Reading the Documents

In this lesson, you will be reading a number of interpretations of an event about which historians still have different opinions you will determine the credibility and perspective of the authors of these documents. You will determine their positions regarding the three questions. After reading and annotating, both of you are to fill in information for a “Yes” and a “No” answer, judge the weight of evidence and come to consensus about your views. Then, another pair will join you. Once again, you will come to consensus.

Credibility Analysis

The Tonkin Gulf Crisis,” by Gareth Porter

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors’ purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

“Fact or Fiction,” by Douglas Pike

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

“Secrets of the Vietnam War,” by Philip Davidson

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

“As I Saw It,” by Dean Rusk

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

“The Fog of War,” video excerpt

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

Wayne Morse Says No

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

President Johnson's Midnight Address to the American people (YouTube)

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

Robert McNamara Phone Call

Speaker (what do you know about the author and publisher?)	Occasion (When was this written and what was happening at the time?)	Audience (Who is the expected reader of this document?)	Purpose (What is the purpose for this text? What are the author(s) trying to do?)	Tone (What words are used that help you determine the authors' purpose?)	Credible? (Is the perspective in this document something that you can trust? Why or Why not?)

Did the Johnson Administration deliberately incite the Gulf of Tonkin Incident?		
YES	OUR VIEW	NO
Gareth Porter		Gareth Porter
Douglas Pike		Douglas Pike
Philip Davidson		Philip Davidson
Dean Rusk		Dean Rusk
Textbook excerpt		Textbook excerpt
Fog of War		Fog of War
Wayne Morse Says No		Wayne Morse Says No
Johnson's Midnight Address		Johnson's Midnight Address
Robert McNamara Phone Call		Robert McNamara Phone Call

What really happened on August 4, 1964?		
YES	OUR VIEW	NO
Gareth Porter		Gareth Porter
Douglas Pike		Douglas Pike
Philip Davidson		Philip Davidson
Dean Rusk		Dean Rusk
Textbook excerpt		Textbook excerpt
Fog of War		Fog of War
Wayne Morse Says No		Wayne Morse Says No
Johnson's Midnight Address		Johnson's Midnight Address
Robert McNamara Phone Call		Robert McNamara Phone Call

Did Johnson knowingly use a questionable report of an attack to push the incident with Congress in order to escalate the war?		
YES	OUR VIEW	NO
Gareth Porter		Gareth Porter
Douglas Pike		Douglas Pike
Philip Davidson		Philip Davidson
Dean Rusk		Dean Rusk
Textbook excerpt		Textbook excerpt
Fog of War		Fog of War
Wayne Morse Says No		Wayne Morse Says No
Johnson's Midnight Address		Johnson's Midnight Address
Robert McNamara Phone Call		Robert McNamara Phone Call

The Tonkin Gulf Crisis

Gareth Porter

Source: Gareth Porter is a historian who wrote an editorial on the OpEd page in The New York Times on the 20th anniversary of the Tonkin Gulf Incident—August 9, 1984. He is considered a Vietnam expert, and has published a two-volume set of annotated documents from the conflict.

The 20th anniversary of the Gulf of Tonkin resolution this week is an occasion for a reassessment. For years it has been debated whether or not the Johnson administration deliberately misled Congress and the public about a second attack on United States destroyers in the Gulf. But the information now available suggests that it was a classic case of self-deception and blundering deeper into conflict.

The accumulated evidence makes it reasonably certain that the alleged North Vietnamese PT boat attack of Aug 4 was a figment of the US government's imagination. CIT Deputy Director Ray Cline evaluated the reports and intelligence data on the incident some days later and found the case for an attack unconvincing.

But leading national security officials were so geared up for military confrontation with Hanoi that they refused to consider evidence that it was not happening. They believed that Hanoi had attacked the Maddox on Aug 2 because it saw a connection between the US ship and South Vietnamese islands commando raids on North Vietnamese islands on July 31. They expected the same thing to happen after another commando raid on the coast Aug 3-4. And they knew that this time, the President wanted to retaliate against the North.

Word reached the Pentagon on the morning of Aug 4 that an intercepted North Vietnamese message indicated a "naval action" was imminent. Although the message did not say that it would take the form of an attack, it triggered a process of preparing for retaliatory action that had an irreversible momentum. Before the first reports from the Maddox that the attack was under way, Defense Secretary Robert S. McNamara and other Pentagon officials immediately met to discuss various options for retaliatory strikes against North Vietnam.

Even after the commander of the two destroyers warned that earlier reports of torpedo attacks were in doubt and recommended no further action be taken until after a "complete evaluation," the preparations for air attacks continued. Mr. McNamara spent a little more than one hour with the Joint Chiefs of Staff considering whether an attack had taken place before releasing the strike order—without benefit of any complete evaluation of the incident. It took President Lyndon Johnson only 18 minutes of discussion with his advisers to approve the strike. When the planes took off to bomb North Vietnamese targets that night, detailed reports from the two destroyers had not even reached Washington.

More serious than this rampant subjectivity and excessive haste in considering the evidence and using force was the administration's ignorance of the effect the bombings would have on Hanoi policy. US officials believed that graduated military pressure on

the North, combined with other evidence of US determination to escalate and direct threats to devastate the North, would force Hanoi to reconsider support for the war in the South. The first such direct threat had been conveyed to Hanoi in June via a Canadian diplomat, and the threat was repeated through the same channel a few days after the Tonkin bombings.

The campaign to coerce Hanoi was based on an image of the North Vietnamese as foreign aggressors in the South whose “ambitions” could be curbed by raising the cost high enough. A serious effort to understand Hanoi’s perspective on the war and on the issue of North-South relations, however, would have suggested the probability that a demonstration by the US of an intention to carry the war to the North would push Hanoi’s leaders into direct participation in combat in the South rather than forcing them to step back from the war. According to three Vietnamese officials I interviewed recently, a few days after the Tonkin Gulf reprisals the Vietnamese Communist leadership secretly convened a Central Committee plenum to consider the implications of the American move. Party leaders concluded that direct US military intervention in the South and the bombing of the North were probable, and that the party and government had to prepare for a major war in the South. In September the first combat units of the Vietnam People’s Army began to move down the Ho Chi Minh Trail.

The self-defeating errors of the Tonkin crisis were not unique to that administration of that conflict. The subjective expectation of aggressive action by an adversary can create imaginary threats and lead to unnecessary violence. Ignorance of an adversary’s viewpoint may cause a state to provoke unwittingly an action it would have wished to avoid. Until US decision makers are trained to think about managing conflict in a more disciplined way, the risk of blundering into confrontation will never be far off.

Fact or Fiction

Douglas Pike

The following is a Letter to the Editor that was published in response to this column. Douglas Pike was a military historian working at University of California, Berkeley.

Gareth Porter’s “Lessons of the Tonkin Gulf Incident: (Aug 9) concludes that the Gulf of Tonkin Incident “was a figment of the US government’s imagination.” He says “accumulated evidence” now makes this “reasonably certain.”

He is flatly contradicted by Hanoi historians who not only assert there was indeed a naval confrontation, but claim it ended in great victory for North Vietnam.

What Mr. Porter calls “the alleged North Vietnamese PT boat attack” is described in the PAVN Publishing House (Hanoi work “Military Events” as “three torpedo boats from Navy Squadron. Three attacked the destroyer Maddox...and chased it away.”

The Gulf of Tonkin incident was regarded as such a great victory that the PAVN navy uses Aug. 4, 1964 as its “anniversary date,” and celebrates it each year.

Secrets of the Vietnam War

By Philip B. Davidson

Philip B Davidson is a former CIA agent who served in Vietnam. He became a self-taught historian after the Vietnam War and self-published the book in which this excerpt appears.

Myth: The Tonkin Gulf Incident never happened, or if it did, the United States Intentionally provoked it

The Tonkin Gulf Incident refers to the attacks the North Vietnamese Patrol Torpedo (PT boats made on the US Destroyer Maddox on 2 August 1964 and to the alleged second attacks made on the US. Destroyers Maddox and C. Turner Joy on 4-5 August. The impact of this myth is that these unprovoked North Vietnamese attacks brought about the Gulf of Tonkin Resolution passed by the Congress on 7 August 1964. This resolution empowered President Johnson to commit United States forces in Vietnam. If the attacks did not occur, or if the United States forces provoked them, the incident, and thus, the basis for the resolution, was fraudulent. And since subsequent United States military operations were authorized by it, they, too were illegitimate.

There has never been any doubt that three North Vietnamese PT boats made an attack on the USS Maddox in international waters on 2 August 1964. In fact, the North Vietnamese boast about it in their official history of the Vietnam War.

The doubts arise about whether the United States had either unintentionally or deliberately provoked the North Vietnamese attacks. This requires some background detail. In early 1964, the United States and South Vietnam initiated a program known as Operation Plan (OPLAN) 34A, in which the South Vietnamese, with American advice and support, conducted a series of minor, largely ineffectual raids against North Vietnamese coast installations. The United States Navy alone conducted another operations program, called DESOTO, an operation to gain intelligence regarding North Vietnamese electronic devices and to acquire information of navigational and hydrographic conditions in the Tonkin Gulf.

On the night of 30-31 July, 120 to 130 miles away from the islands in international waters on its way to carry a DESOTO mission, which it initiated the following night (31 July – August), three North Vietnamese PT boats began high speed runs at the Maddox which at the time was 29 miles off the North Vietnamese coast. The attackers fired torpedo and 12.7 mm machine guns at the Maddox. The destroyer returned the fire, hitting one of the North Vietnamese boats. At 1730 hours (5:30 PM), four F-8E fighters from the USS Ticonderoga joined the fracas. They made several rocket and strafing runs, adding to the damage inflicted on the boats by the Maddox. By 1800 hours (6:00 PM) when the fighters had to leave the area, one North Vietnamese PT boat was dead in the water, and the other two, badly damaged, were running for the North Vietnamese coast.

Many opponents of the Vietnam War argue that the United States either intentionally or unintentionally (through negligence or lack of coordination) provoked the North

Vietnamese attacks on the Maddox of 2 August 1964. Those who argue to the affirmative point out that the North Vietnamese logically would confuse the raids of OPLAN 34A with the DESOTO mission of the Maddox.

They maintain that the instructions to the Maddox to approach no closer than eight nautical miles to the North Vietnamese coast and four miles to the off-shore islands, would result in violations of North Vietnam's definition of its coastal water, believed to be twelve nautical miles. Finally, they cite messages of 1 August from the captain of the Maddox, who stated that he realized that the mission was dangerous, but who did not retire from his provocative course or abort the mission.

Those who hold that the Maddox's actions were not provocative argue that the North Vietnamese should not have attacked the ship until they were sure that the Maddox had in fact bombarded the islands on 31 July. Adm. US Grant Sharp, Commander in Chief, Pacific (CINCPAC) at the time, has gone further. He maintains that the North Vietnamese had tracked the Maddox by radar from the time it crossed the 17th Parallel (DMZ) and knew throughout its cruise where it was and what it was. In effect, Sharp claims that the North Vietnamese knew the Maddox had not engaged in the raids and yet attacked her anyway.

Sharp and others maintain that the orders given to the Maddox to stay eight miles from the North Vietnamese shore and four miles from the islands was in keeping with the declaration of the North Vietnamese that their coastal waters extended for five nautical miles, not twelve, and that the four-mile circumnavigation of islands complied with the internationally recognized three-mile territorial waters limit. Finally, those who think the Maddox was attacked without provocation, hold that the mission of the Maddox (to monitor electronic emissions from the North Vietnamese shore installations) was nothing new and had been carried out by both surface craft and aircraft all over the world. Further, the USS Craig had patrolled along the North Vietnamese coast on a similar mission some months earlier without incident. President Johnson, with some grumbling and vague threats, initially decided to accept the incident as a mistake on the part of the North Vietnamese. Of course, this was largely a domestic political decision. In 1964 he was running for president as the "peace candidate," contrasting his martial restraint to the bellicose blasts of his Republican Opponent, Senator Barry Goldwater. The president, however, in an effort to balance himself between action and inaction, ordered the DESOTO patrols to continue, reinforcing the Maddox with another destroyer, the USS Turner Joy.

On 4 August, the Maddox and the Turner Joy apprehensively returned to their patrol route. The cruise continued without incident until around 1915 hours, when the National Security Agency (NSA), after intercepting a North Vietnamese message, flashed the task force commander, Capt. John Herrick, a warning of a possible enemy PT boat attack. At 2035 hours the ship's radars picked up indications of the approach of three high-speed craft some thirty miles from the American vessels, and the crews of both ships went to General Quarters. At about 2130 hours, a confused fracas began. The night was dark, with an overcast sky and almost zero visibility. Radar men reported enemy contacts at various ranges, and the sonar men reported hearing the approach of some twenty enemy torpedo toward the American ships. The skipper of the Turner Joy

observed a column of black smoke arising from the water, but when he tried to get a closer look, the smoke had vanished. The pilots of the aircraft called from the Ticonderoga saw no enemy boats or any wakes of such craft.

To this day, no one (other than the North Vietnamese) is sure that on 4-5 August 1964 North Vietnamese craft attacked the two American ships. Intercepts of pertinent North Vietnamese radio communication (not all of which have been declassified) indicated almost certainly that the enemy decided to begin a hostile action against the American ships. Although NSA informed Captain Herrick that an enemy attack was imminent, another analyst studying the same message or messages believes that the messages ordered enemy patrol boat to investigate the destroyer. This latter interpretation would be confirmed by the original (and probably valid radar sensing of approaching enemy vessels.

After the shooting started, the reports of smoke, torpedo noises, torpedo sightings, radar contacts, and sinkings can be put down to combat hysteria. These crews were not combat veterans, and in the fear and excitement of their first or second battle, particularly under conditions of almost zero visibility, their minds could easily have played strange tricks. Captain Herrick, who was a combat veteran, was the first to question the factuality of the North Vietnamese attacks. To this day, Captain Herrick's simple statement remains the most valid summation of the "second attack of 4-5 August 1964.

At noon on 4 August (Washington time is thirteen hours behind Vietnam time), President Johnson convened the National Security Council and decided to launch a retaliatory strike against the North Vietnamese support facilities' at Vinh, where the attacking 100 hours, 5 August (Vietnam time). The pilots reported that fuel oil tanks at Vinh were burning and exploding, with smoke rising to 14,000 feet, and that eight North Vietnamese PT boats had been destroyed and twenty-one damaged. Two United States Navy aircraft were lost.

In summary—the North Vietnamese attacked the Maddox in international waters on 2 August 1964. They may have attacked the Maddox and the Turner Joy on the night of 4-5 August. If they did not attack on 4-5 August, the bulk of evidence indicates that the Communists at least made a hostile approach toward the two United States Warships. The actions of the two American vessels were at no time provocative. They kept out of North Vietnam's territorial waters. In fact, before each North Vietnamese attack or hostile approach, the vessels altered course so as to turn away from the Vietnamese coast. The United States vessels did not fire on their attackers until fired upon.

The Gulf of Tonkin Resolution

This excerpt came from a college level textbook from a chapter called "LBJ and the Vietnam conflict" written in 1990.

In 1964 LBJ took bold steps to impress the North Vietnamese with American resolve and to block his vigorously anticommunist opponent, Barry Goldwater, from capitalizing on Vietnam in the presidential campaign. In February Johnson ordered the Pentagon to prepare for air strikes against North Vietnam. In May his advisors had drafted a congressional resolution authorizing an escalation of American military action and in July LBJ appointed General Maxwell Taylor, an advocate of a greater American role in Vietnam, as ambassador to Saigon. In early August, North Vietnamese patrol boats reportedly clashed with two US destroyers patrolling the Gulf of Tonkin. Despite virtually no evidence of an attack, Johnson announced that Americans had been victims of "open aggression on the high seas." Withholding the information that the U.S destroyers had been aiding the South Vietnamese in clandestine raids against North Vietnam, the president condemned the alleged North Vietnamese attacks as unprovoked.

Card 1: Attacks

Johnson called on Congress to pass a resolution giving him the authority to "take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression." Assured that this power would lead to no "extension of the present conflict," the Senate passed the Gulf of Tonkin Resolution 88-2, and the House 416-0. Johnson called the resolution "grandma's nightshirt - it covered everything." The president, moreover, considered the resolution a mandate to commit U.S. Forces to Vietnam as he saw fit. But the resolution would soon create a credibility problem for Johnson, allowing opponents of the war to charge that he had misled Congress and lied to the American people. By providing LBJ with a blank check, the resolution also made massive U.S. Military intervention likely.

Card 2: The Resolution

AS I SAW IT, Autobiography of Dean Rusk, 1990

On August 2 and 4, 1964, we received reports that the USS *Maddox* and USS *C. Turner Joy*, American destroyers operating in the Gulf of Tonkin off the coast of North Vietnam, had been attacked by North Vietnamese torpedo boats in two separate incidents. Neither destroyer was hit. There is no doubt that the first attack took place, but we more or less brushed that aside as possibly the action of a trigger-happy local commander. Some doubt existed about whether a second attack ever occurred, but when we heard reports of a second attack, that raised the possibility that Hanoi might have decided to challenge the American presence in the Gulf of Tonkin.

Card 1: The attacks

I wasn't on the decks of those American destroyers that evening, but at the time, on the basis of the information available to us, we in Washington thought the second attack had occurred. The captains of those destroyers thought their ships had been attacked, and most convincing to me, our intercepts of North Vietnamese radio transmissions suggested that the North Vietnamese thought a second attack was in progress. The Republic of Vietnam today celebrates August 2-the day of the Tonkin Gulf attacks-as part of its national war effort against the Americans, so whatever happened that night in the Tonkin Gulf, evidently it takes credit for it now.

Lyndon Johnson was not looking for a pretext to launch retaliatory raids or escalate the war. Had he wanted a pretext, we could have used the first attack. Our two destroyers were on intelligence-gathering missions in international waters, and the American Navy had a right to operate in those waters. North Vietnam was using coastal waters to infiltrate men and arms into South Vietnam; from our point of view, this conduct was contrary to international law. South Vietnam under the doctrine of self-defense was trying to block this infiltration and mount retaliatory raids of its own-a secret operation called 34-A, supported by the American Navy.

Card 2: 34-A

But the destroyers attacked in the Gulf of Tonkin were on intelligence-gathering missions, not participating in South Vietnamese actions along the coast. It is entirely possible that the North Vietnamese thought that our destroyers were involved in these 34-A raids and in blockading operations along North Vietnam's coast to stop their infiltration of the South by sea. But even if Hanoi thought this, it isn't valid to call the exercise of self-defense a provocation.

After the second attack President Johnson called together about thirty congressional leaders, briefed them on what had happened, and told them about the retaliatory air strikes he intended to order. He then reminded them of President Truman's experience with Senator Robert Taft at the outbreak of the Korean War. Despite congressional assurances that Truman should respond to the North Korean invasion without seeking Congress's authorization. Taft had attacked Truman publicly.

Card 3: Self-Defense or Provocation

As I Saw It

2

Lyndon Johnson's memories of that experience were the real genesis of the Tonkin Gulf Resolution. Shortly after becoming president, Johnson told us, "If we stay in South Vietnam much longer or have to take firmer action, we've got to go to Congress." Various drafts of what eventually became the resolution circulated around the State Department long before the actual attacks occurred. But when the time came, we put aside those drafts, worked with the members of the Senate Foreign Relations Committee, and put together a streamlined version.

Having told congressional leaders about the Taft episode, Johnson asked if this was an appropriate time for a congressional resolution on American policy toward South Vietnam. The leadership, with near unanimity, urged him to go ahead but keep it short; it would be passed promptly and with a strong vote. Indeed, the Tonkin Gulf Resolution, in which Congress declared its support for the United States' willingness to come to the assistance of those protected by the SEATO Treaty, including the use of armed force "as the President shall determine," was passed rapidly: 88-2 by the Senate and 416-0 by the House.

Card 4: The Tonkin Gulf Resolution

The resolution was simply worded, and there was no question about its meaning during the floor discussion. One senator asked Foreign Relations Committee Chairman William Fulbright if this resolution would permit dispatching large numbers of American forces to South Vietnam. Fulbright said he hoped it wouldn't be necessary to take such steps, but if this proved necessary, the resolution would allow it. Fulbright's views were those of Lyndon Johnson's; both men hoped there would be no escalation of the war. At the close of Secretary of Defense Robert McNamara's testimony, Fulbright told me privately that this was the best resolution of its sort he had ever seen presented to the Senate. I never forgot Fulbright's remark. He was all for it at the time. He urged the Senate to give it immediate and unanimous approval.

Senator Wayne Morse opposed the resolution as an unwarranted delegation of the war powers of Congress, warning of its far-reaching implications. But he was nearly alone. When some members of Congress later changed their minds about the war, they tried to throw a cloud on the resolution itself and the way we had presented it. But I have no doubt that they knew exactly what they were voting for. It was simply stated, and the floor discussion brought out all relevant aspects. Some later complained, "We didn't anticipate sending a half million men to South Vietnam," but neither did Lyndon Johnson.

Card 5: The Vote in Congress

I never worried about the constitutionality of the Tonkin Gulf Resolution or about subsequent actions based upon its authority. If Congress can declare war, surely it can take measures short of declaring war that fall within its constitutional powers. I felt the Tonkin Gulf Resolution was not congressional evasion of its war powers responsibility, but an exercise of that responsibility.

Card 6: Defense of the Resolution

Dean Rusk was Secretary of State at the time of the incident. He wrote his autobiography when he held an endowed chair later in life at the University of Georgia.

You Tube: Lyndon Johnson – Report on the Gulf of Tonkin Incident

<http://www.youtube.com/watch?v=Dx8-ffiYyzA>

The Fog of War: Gulf of Tonkin: McNamara admits it didn't happen

<http://www.youtube.com/watch?v=EROOxBEZ3mk>

Secretary of Defense Robert McNamara phone call to LBJ:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB132/04%20Track%204.wma>

Senator Wayne Morse says no to Vietnam 1964

http://www.youtube.com/watch?v=DyFq9yco_Kc

Activity

2 After Reading the Documents

After coming to a consensus with your partner about your answers to the three questions, given the evidence, talk to another pair. Share your decisions and resolve any disagreements. Record any new decisions here. Then discuss your answers with the class.

Activity

3 Preparing to Write a Historical Argument

Read the following from John Prados, Aug 4, 2004, retrieved from: <http://www2.gwu.edu/~nsarchiv/NSAEBB/NSAEBB132/essay.htm>. John Prados is a National Security Archive Fellow at George Washington University and this is from his website on the Gulf of Tonkin.

A fresh addition to the declassified record is the intelligence estimate included in this briefing book, *Special National Intelligence Estimate 50-2-64*. Published in May 1964, the estimate again demonstrates that the United States purposefully directed OPLAN 34-A to pressure North Vietnam, to the extent of attempting to anticipate Hanoi's reaction. It wrongly concluded that North Vietnam, while taking precautionary measures, "might reduce the level of the insurrections for the moment." (Note 1) In fact Hanoi decided instead to commit its regular army forces to the fighting in South Vietnam.

And,

American pilots from the carrier *USS Ticonderoga* sent to help defend the destroyers from their supposed attackers told the same story. Commander James B. Stockdale, who led this flight of jets, spotted no enemy, and at one point saw the *Turner Joy* pointing her guns at the *Maddox*. As Stockdale, who retired an admiral after a distinguished career that included being shot down and imprisoned by the North Vietnamese, later wrote: "There was absolutely no gunfire except our own, no PT boat wakes, not a candle light let alone a burning ship. None could have been there and not have been seen on such a black night."

How did this author use evidence in his argument? What can you learn from this example?

Begin by planning your essay. On the next page, write the claim and outline, make a jot list or construct a concept map.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their responses or arguments.

Activity

4 Writing the Argument

Write your essay.

When you are finished, evaluate your essay using the rubric on the next page. Then rewrite it.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their responses or arguments.

Scoring Elements	1 Not Yet	1.5	2 Approaches Expectations	2.5	3 Meets Expectations	3.5	4 Advanced
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to establish a claim, but lacks a clear purpose.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.