

SREB

SREB Readiness Courses
Transitioning to college and careers

Literacy Ready

History Unit 2: US Foreign Affairs
Version 2

Southern
Regional
Education
Board

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Unit 2

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Course Overview

Overview and Rationale:

The second unit focuses on the United States and foreign affairs during the 1960s. The unit has students consider the context of the Cold War to analyze the Cuban Missile Crisis and Vietnam War. Students read increasingly longer and more difficult texts as they complete the unit. The texts include photographs, political cartoons, quotes, primary and secondary documents and textbooks.

Unit Objectives

1. Students will engage in close readings of complex historical texts.
2. Students will read multiple documents about the same event.
3. Students will use the historical reading strategies of sourcing, contextualization and corroboration to make sense of multiple perspectives on history.
4. Students will make claims and engage in evidence-based argumentation about events in history, orally and in writing.
5. Students will discuss the claims that authors make and the evidence they use to support those claims.
6. Students will use strategies for learning the meanings of vocabulary.
7. Students will increase their reading stamina, or the ability to read lengthy complex text independently.

Essential Questions:

Were 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? In the Vietnam Conflict?

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?

Week 1

Lesson 1: Gateway Activity—The Meaning of Liberty

1. Students will view a group of photographs depicting walls around the world.
2. Students will interpret photographs using information about context and source in addition to their content.
3. Students will learn that sourcing, contextualization and chronology are aspects of history reading.
4. Students will begin to think about the liberty of nations and people other than those in the United States.
5. Students will be introduced to the writing prompt and Socratic Seminar discussion activity.

Lesson 2: Primary Document Analysis—Cuban Missile Crisis

1. Students 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.
2. Students will speculate about the concept of liberty during the Cuban Missile Crisis.

Lesson 3: Taking Notes from a Lecture

1. Students will learn to take notes on a lecture about the Cold War, and later, combine textbook information with lecture notes. They will learn key events that helped define the Cold War.
2. Students will show understanding of discipline specific and general academic vocabulary words.

Lesson 4: Annotating a Chapter—Cuban Missile Crisis

1. Students will annotate and discuss the textbook excerpt on the Cuban Missile Crisis.

Week 2

Lesson 4 (continued): Annotating a Chapter—Cuban Missile Crisis

2. Students will combine information from lecture and text and create a graphic organizer to show their understanding of the events, causes and effects of the Cuban Missile Crisis.
3. Students will focus on discipline-specific and general academic vocabulary.
4. Students will reflect on the relationship between what they are reading and the essential questions.

Lesson 5: Reading Primary Documents

1. Students will use a strategy called SOAPStone as they read primary documents that provide the perspectives of Robert Kennedy, Khrushchev and Dobrynin at crucial moments of the Cuban Missile Crisis.
2. Students will explore the differences in Dobrynin and Kennedy's report of the same conversation.
3. Students will explore word meanings to increase understanding of the documents.

Lesson 6: Comparing Two Presidential Speeches

1. Students will read President Eisenhower’s farewell speech and compare it to President Kennedy’s speech at American University.
2. Students will explore the differences in the two speeches and explain those differences using information they have learned about the Cold War and the Cuban Missile Crisis.
3. Students will learn to summarize the documents using historical précis (explanation to follow).

Week 3

Lesson 7: Participating in a Socratic Seminar

1. Students will use evidence from the texts they have read to create and support a preliminary claim about the essential question.
2. Students will organize the claim and evidence using a graphic organizer.
3. Students will participate in a Socratic Seminar.
4. Students will show that they can use vocabulary they have learned in previous lessons.

Lesson 8: Overview—US and Vietnam

1. Students will take notes on a Vietnam overview.
2. Students will explore vocabulary meanings in relation to Vietnam.

Lesson 9: Types of Text

1. Students will learn how historians classify different texts and genres.
2. Students will practice categorizing texts.
3. Students will think about the issues and problems that might arise with different kinds of texts (i.e., memoir, photograph, textbook, etc.)

Lesson 10: Timeline of Vietnam

1. Students will view a timeline and make inferences about the relation among the various events depicted.
2. Students will ask questions brought to mind by the timeline.
3. Students will explore vocabulary meanings.

Week 4

Lesson 11: Reading and Annotating a Chapter about the Vietnam Conflict

1. Students will read and annotate a lengthy chapter about the Vietnam Conflict.
2. Students will show through their annotations, discussion and graphic organizers that they can think critically about Vietnam.
3. Students will add significant information to the Vietnam timeline.
4. Students will explore differences in interpretation about contested events, using what they have already read, other history interpretations and primary documents.
5. Students will reflect on the essential questions.

Week 5

Lesson 12: Answering Document-Based Questions

1. Students will demonstrate their ability to interpret primary source documents.
2. Students will show their understanding of the Vietnam Conflict through their answers to a document-based question.
3. Students will demonstrate the ability to write an answer to a document-based question.

Week 6

Lesson 13: Interpreting History and Writing an Argument

1. Students will read primary and secondary documents to decide what happened in the Gulf of Tonkin incident, whether or not President Johnson deliberately misled the American public about the event and whether or not he used it to get power to escalate the war.
2. Students will use graphic organizers and participate in discussions to prove they can use evidence to support historical claims.
3. Students will write a historical argument essay that takes a stand on one of the questions about the Gulf of Tonkin incident and provide evidence to support their stand.
4. Students will study the use of evidence and the embedding of quotes by historians who write arguments.

Lesson 1

Gateway Activity— The Meaning of Liberty

Overview and Rationale:

In the first lesson of the second history unit, students are introduced to photographs depicting “walls” to begin thinking about the theme in this unit: the meaning of liberty as expressed in countries where the US had involvement during the 1960s. Students are asked to engage in photographic analysis to pique their interest in subsequent lessons.

Sourcing and contextualization are two key skills to be taught through photographs. Students can be taught to pay attention to where a picture came from and when it was taken, in addition to identifying what the picture is showing. Students can use this information to think about the perspective of the author/photographer/publisher, the intended audience and the context influence that the perspective of the picture depicts. Students can use this information to begin to thinking about a *chronology* of events over time (one of the key ways that historians relate events to each other) and they can speculate about the purpose the photographer had in taking the picture. This speculation is akin to the work of historians as they read primary source documents to construct a plausible narrative of events in history. They interpret documents in light of the perspective of the author, knowing they get a deeper understanding of historical events if they have an understanding of the various perspectives existing at the time.

Tasks/Expected Outcomes:

1. Given a group of photographs depicting walls around the world, students will analyze a series of questions.
2. Students will interpret photographs using information about context and source in addition to their content.
3. Students will think about the liberty of nations and people other than those in the United States.
4. Students will explain that sourcing, contextualization and chronology are aspects of history reading.
5. Students will be introduced to the prompt for the writing assignment for the first half of the unit in light of the essential questions.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts Speaking Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

History/Social Studies Writing Standards

- 1 Write Arguments focused on discipline-specific content.
- 4 Produce clear and coherent writing in which the organization, development, substance, and style are appropriate to task, purpose and audience.
- 10 Write routinely over extended time frames (time for research, reflection and revision) and shore time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 1: Preparing for the Task

1. Task Engagement

Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests, and concerns.

2. Task Analysis

Ability to demonstrate understanding of the task prompt and scoring rubric.

3. Reflective Writing

Ability to connect prior knowledge to current learning through written response.

4. Quick Write

Ability to construct a short writing based on a prompt, question or a reaction to information.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

5. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

Skills Cluster 4: Writing Process

1. Written Response

Ability to use text information to construct an accurate response to teacher-generated questions.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint set of photographs
- Academic Notebook

Timeframe:

110 minutes

Targeted Vocabulary:

Words Useful for Discussing the Discipline

- Sourcing
- Contextualization
- Primary source

Activity One

Preparing for the Task (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading– 9

Pass out the academic notebooks to students and explain that these notebooks are for recording their thoughts and doing their assignments as they complete this unit on the conceptions of liberty in the 1960s. Ask students to take a couple of minutes to read the course overview and purpose (page 3), especially if this is the first history unit they have experienced. Explain that, in this unit, they will practice reading and writing like historians. In this way, they will be gaining a more sophisticated notion of the past than if they just approached learning history as a memorization task. In addition, this unit will help prepare them for college-level history classes. It will also prepare them to become an informed citizen because one’s conceptions of current events are enhanced by an understanding of past events.

Ask students to think about the role that photographs play in helping historians understand events—in newspapers, books and other documents that historians use as evidence. What do historians have to consider when they look at photographs? Do photographs always represent events accurately?

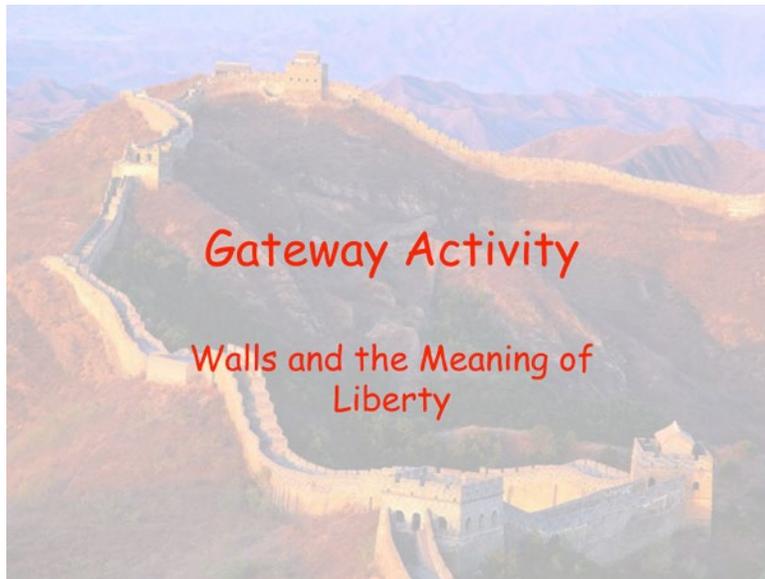
FROM THE STUDENT ACADEMIC NOTEBOOK p 4

Activity

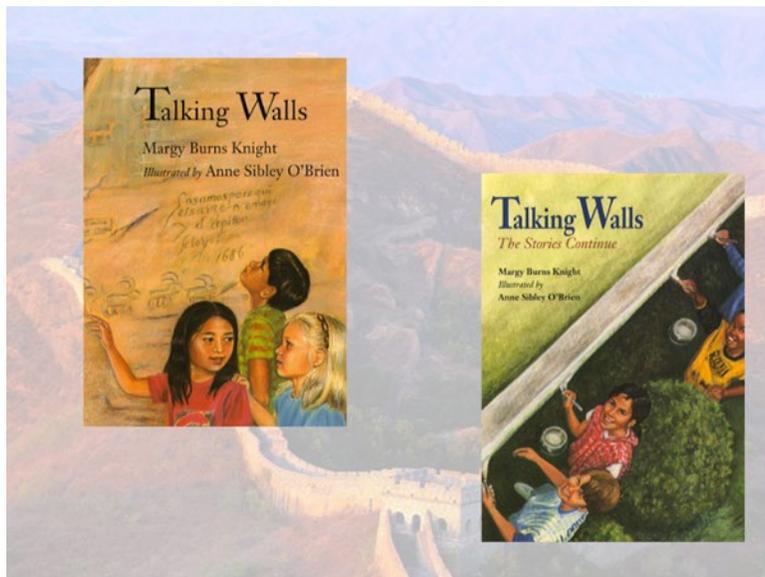
1 Preparing for the Task

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? Write your answers in the space provided.

Show PowerPoint slides one, two, and three (title page, book covers, and “Background Information”). Make the students aware that even though these books are for children, the concept of walls conveyed in them is a sophisticated notion that is worth the consideration of adults. (Students will not have copies of the introductory slides in their notebooks.)



Slide 1 - Title Page



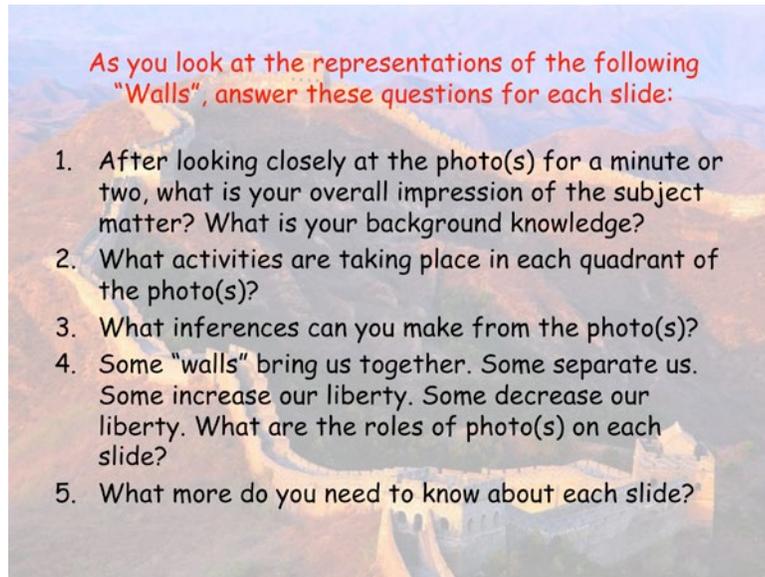
Slide 2 - Book Covers

Background Information—
The first of these children's books came out in 1992.

- This is how the publisher describes the book—“The award-winning *Talking Walls* and its sequel, *Talking Walls: The Stories Continue*, introduce young readers to different cultures and different issues around the world by telling the stories of walls and how they can hold a community together or separate it. Featured walls include the Great Wall of China, the murals of Diego Rivera, Nelson Mandela's prison walls, a Holocaust memorial in Poland, Ndebele wall designs in South Africa, Hadrian's Wall in England, and the Peace Lines in Belfast, Northern Ireland. These books will spark the curiosity of young readers as they learn about their world and its amazing diversity.”

Slide 3 - Background Information

Explain to students they will be looking at pictures of walls from different countries and, in some cases, different eras. They should use their academic notebooks to record their thoughts as they analyze these photographs, using the directions in their notebooks. Go to slide four and have students read and discuss the directions. (If you have access to these books, they may be valuable to share with your students.)



As you look at the representations of the following "Walls", answer these questions for each slide:

1. After looking closely at the photo(s) for a minute or two, 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 each slide?
5. What more do you need to know about each slide?

(These same directions are in the academic notebooks.)

Activity Two

Analyzing Photographs (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 5, 7, 9

Students should be given time to analyze the photographs; mention that photographs are usually considered primary documents. Have students analyze the photographs in the rest of the slides, following the guidelines, and answer the five questions for each slide in their academic notebooks pages 6-11. Students can work in pairs or small groups, if you desire. When finished, have students share their thoughts in pairs or groups. In the discussion, encourage students to speculate about the time period, the perspective of the photographer (e.g., what was the photographer trying to show?) and the context in which the picture was taken.

FROM THE STUDENT ACADEMIC NOTEBOOK p 6

Activity

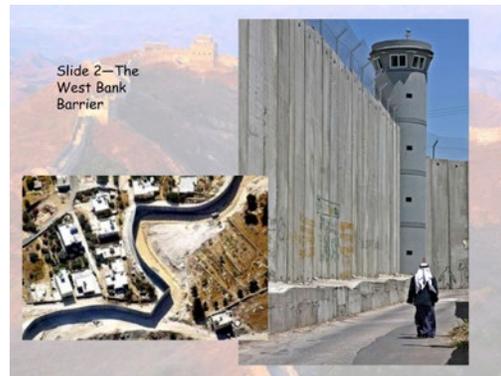
2 Analyzing Photographs

1. After looking closely at the photos for a few minutes, 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?

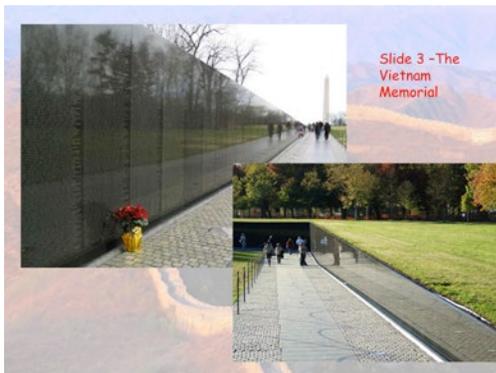
Slide 1 - Berlin Wall



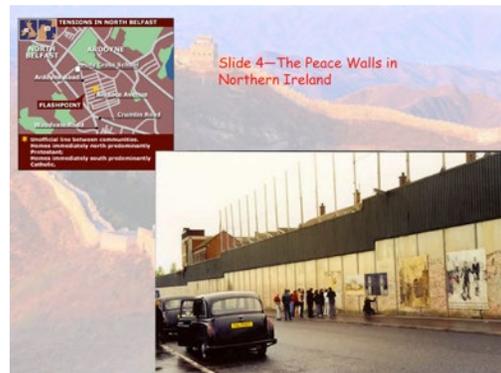
Slide 2 - West Bank Barrier



Slide 3 - Vietnam Memorial



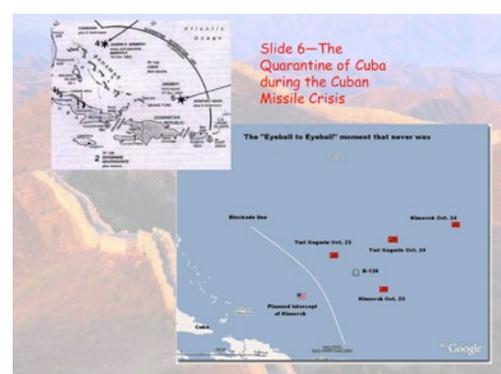
Slide 4 - Peace Walls in Northern Ireland



Slide 5 - US Border Fence between the US and Mexico



Slide 6 - Quarantine during Cuban Missile Crisis



Activity Three

Considering the Context (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 5, 6, 9

Have students read about the context of the photos in the academic notebook pages 12-13, then return to their analyses and make adjustments, if needed. Reading the provided explanations engages the students in **contextualization** (i.e., thinking about the time frame in which the photograph was taken and the events that might have triggered the photograph).

FROM THE STUDENT ACADEMIC NOTEBOOK pp 12-13

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.)

When students are finished, have them consider the perspective of the **sources** of information. **Sourcing** is noting the photographer, the publisher, the date, etc., speculating about the perspective of the photographer or publisher and considering the audience and the purpose for taking the photograph. For example, some of the information came from sources like *history.com* while others came from news agencies (PBS, BBC) and government agencies such as the US Border Patrol. If students have access to computers and you have time, it would be interesting to search these sources to find out more about them. Help them understand the idea that some sources may only show one side of the story or they may leave out perspectives that would give readers a more complete view of the issues regarding the walls.

Write the two words, **sourcing** and **contextualization**, on chart paper and place on the wall for future reference.

Ask the students, 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?

Assessments:

Outcome 1:

Given a group of photographs depicting walls around the world, students will analyze them in light of a group of questions.

Outcome 2:

Students will interpret photographs using information about context and source in addition to their content.

	No	Some	Yes
All answers are completed.			
Answers show evidence of reasoning and critical thinking.			
Context and Source provided information that spurred more reasoning/critical thinking.			

Activity Four

Considering Concepts of Liberty (Approx. 10 minutes)

**College and Career Readiness Standards: History/SS Reading– 2, 9;
 History/SS Writing– 10**

Have students read and discuss the following prompt, then complete the task:

FROM THE STUDENT ACADEMIC NOTEBOOK p 14

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; 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!

(space provided)

Assessment:

Outcome 3:

Students will begin to think about concepts of liberty of nations and people other than in the United States.

- Five minute free-write.

You should informally assess whether or not students continue writing for the entire five-minutes. Since this is an activity where *what* students write is not evaluated, however, the quality of the ideas should not be graded.

	No	Some	Yes
Student engaged in the free write activity.			

Activity Five

Considering the Vocabulary of Historians (Approx. 5 minutes)

College and Career Readiness Standards: History/SS Reading– 6, 9

Ask students to explain how they used the following historical tools in the lesson:

FROM THE STUDENT ACADEMIC NOTEBOOK p 15

Activity

5 Considering the Vocabulary of Historians

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

Sourcing:

Contextualization:

Primary sources:

Assessment:

Outcome 4:

Students will be able to explain that sourcing, contextualization and chronology are aspects of history reading.

- Use Activity Five as your “exit slip” for the day.

	No	Some	Yes
Each “tool” is correctly identified.			
Student describes how each tool was used during the lesson.			
Student’s description included <i>why</i> each of the tools is used by historians.			
Sourcing- to help determine the perspective of the source, the purpose of the document and any bias that might be present.			
Contextualization- same as sourcing, placing the document in a time frame of events.			
Primary sources- documents from the time period or at the scene that help historians see various perspectives on an event (not just a historian’s perspective).			

Activity Six

Understanding the Prompt and Assignment (Approx. 40 minutes)

College and Career Readiness Standards: History/SS Writing– 1, 9, 10

Introduce the prompt based on the first half of this unit: 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 position with evidence from the texts. **Explain to the students that throughout this unit, they will be reading and discussing the concept of liberty and be able to respond the prompt in the context of three essential questions.** Refer students to the Essential Questions printed on the Course Overview page of their academic notebook page 16:

Were 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? In the Vietnam Conflict?

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?

Have students read the prompt and the three essential questions and select, for now, which one most interests them and participate in the group activity. Alternatively, you can divide the class into three equal groups each focusing on one question. Ask students to review what is meant by the essential question and, what they would need to find out in order to answer the question. Monitor the group discussions and facilitate the understanding of the prompt and each of the questions.

Explain that part of their assignment will also be to participate in Socratic Seminar to discuss the answer to their essential question based on their readings throughout the unit. Show the video of a Socratic Seminar in an history classroom (<http://vimeo.com/19134099>). You can also find others on YouTube. **Emphasize to students that the discussion is not a debate, but an open exchange of ideas, which includes evidence from sources that have read, and requires everyone's participation.**

Review the Graphic Organizers in the Academic Notebook for students to respond to the Essential Questions.

FROM THE STUDENT ACADEMIC NOTEBOOK p 16

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.

Were 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? In the Vietnam Conflict?

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?

Have each group report out on their discussion of each Essential Question and what students will need to do to be successful.

Review the Graphic Organizer that the students will use to collect their evidence during the unit in order to prepare for the Socratic Seminar and the essay. Note each source will require students to identify each author’s claim and to locate evidence in the text to support that claim.

FROM THE STUDENT ACADEMIC NOTEBOOK p 17

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	Were 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? In the Vietnam Conflict?	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?
Political Cartoon	Author’s Claim		
	Evidence		

Review the rubric for assessing student participation in the Socratic Seminar (page 85). **Explain that the rubric will be used both as a self-evaluation and as a summative assessment for their participation in the Socratic Seminar.**

FROM THE STUDENT ACADEMIC NOTEBOOK p 85

Activity

6 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.	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 _____

Assessments:

Outcome 5: Students will be introduced to the prompt for the writing assignment for the first half of the unit in light of the essential questions.

Evaluation Rubric			
Criteria			
Participates group discussion of assigned essential questions	Yes	Somewhat	No
Identifies and understands the work needed to be successful on the project	Yes	Somewhat	No
Total			

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- 1. Introduced students to the academic notebook.
- 2. Discussed the role of photographs in history.
- 3. Showed background information on “Walls” and discussed the procedure students will use to interpret the photographs.
- 4. Had students read the context and revise their ideas based upon the new information.
- 5. Helped students to reflect on their ideas about liberty.
- 6. Asked students to define sourcing, contextualization and primary sources.
- 7. Reviewed the writing assignment and the Socratic Seminar activity for the project.

Lesson 2

Primary Document Analysis— Cuban Missile Crisis

Overview and Rationale:

Students are introduced to the content of the unit as they engage in a photographic analysis. The documents are designed to pique students' interest in the topic of the Cuban Missile Crisis while helping to build historical thinking skills they will use as they read in subsequent lessons. Students are asked to speculate about liberty as they analyze a photograph, political cartoon and two quotes. This speculation leads to a focus on the essential question guiding this unit. For students who have already completed Unit One in the history series, this lesson reinforces the way they learned to interpret photos and political cartoons in that unit.

Tasks/Expected Outcomes:

1. Students 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.
2. Students will speculate about the concept of liberty during the Cuban Missile Crisis.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term over the course of a text.
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6 Evaluate author's differing points of view on the same historical event or issue by assessing the author's claims, reasoning and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects: Writing

- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to existing historical knowledge, skills, experiences, interests, and concerns.

2. Speculative Writing

Ability to make a speculation about a topic or text prior to new learning.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint of documents
- Academic Notebook

Timeframe:

50 minutes

Targeted Vocabulary:

Words that help you talk about the discipline reinforced from previous lessons:

- Sourcing
- Contextualization
- Primary source

Activity One

Preparing for the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS, Science and Technical Subjects Writing- 10

Introduce students to an *historical event*, the Cuban Missile Crisis, which was a major event in the Cold War. Ask students what they already know about the Cold War in order to gauge their background knowledge. Have students write what they know in a free-write, then discuss. Provide just enough background information about the Cold War so students are not confused.

For example, you might let students know that the president at the time of the Cuban Missile Crisis was John F. Kennedy and the Soviet leader was Nikita Krushchev. However, let the documents that are in this lesson lead to questions about what happened, because they will read about this later.

Ask students, “How do people learn about events like the Cuban Missile Crisis if they were not there at the time?” Students should include in their answers the need for utilizing documents from the time period. If this is the first unit in history they have encountered, extend the discussion with questions such as:

- Do the documents from the past always tell the same story?
- If not, how do historians decide what interpretation of the past they will create?
- How trustworthy might the following documents be?
 - A photograph.
 - A memoir of a prominent politician.
 - An audiotaped account of an event by a bystander.
 - A painting of a battlefield.
 - Another historian’s account.
- Why might they not be trustworthy?

As the students discuss these different documents, they should be realizing “truth” is elusive, and that historians have to make decisions about what information they will use.

FROM THE STUDENT ACADEMIC NOTEBOOK p 21

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?

(space provided)

Introduce the documents that will be analyzed in this lesson. Instruct students to analyze these documents using techniques that they may have learned in Unit One (Civil Rights). If they participated in that unit, they may recall the techniques shared by the National Archives for analyzing photographs and the consideration of these elements in political cartoons: symbolism, exaggeration, labeling, analogy and irony. If they did not, be sure to have students read the guide for political cartoons (below and in their academic notebooks) and discuss together. You can access the Unit One lesson in order to model it and provide some examples. Students should also understand that historians always consider the source and the context of the documents they analyze. That is, in order to tell if a document is trustworthy or not, they need to know something about where the document came from, who the audience was, what the author’s (or photographer’s) purpose was, when the document was created and what was happening at that time. Remind them of the first lesson, in which students read the context and source after looking at the photographs. These pieces of information help the historian (and students) to determine the perspective of the document and consider the climate or context in which the document was created. Finally, ask them be thinking about the theme of this unit—liberty—as they look at the photograph.

Activity Two

Analyzing the Documents (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 5, 7, 9; Speaking and Listening– 1, 2, 3

Ask students to analyze the photograph below using the National Archives procedure and answering the questions in their academic notebook page 23. Give students two minutes to look at the photograph and: (1) describe the items, person and actions, (2) make three inferences about the photograph, (3) think of questions they have about it, and (4) speculate about what happened just before and right after the photograph was taken. Let students share these thoughts with each other in pairs or small groups, and then discuss as a whole group. During the discussion, encourage students to speculate about the time period, the perspective of the photographer (e.g., What was the photographer trying to show?) and the context in which the picture was taken.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 22-23

Activity

2 Analyzing the Documents

1. Analyze this photograph 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(s).

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?

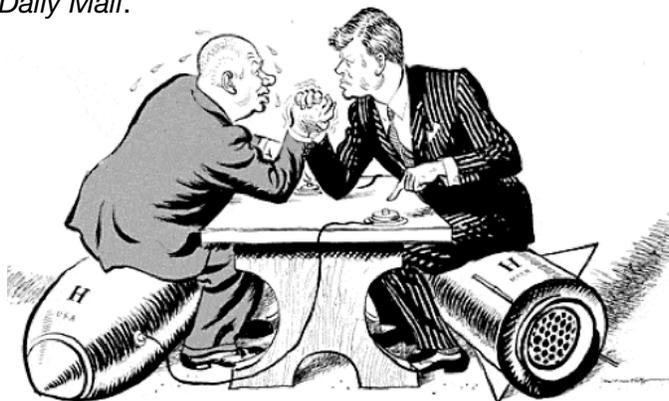
B. Where could you find answers to them?

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

For the cartoon, ask students to begin the same way they did the photograph—describing the items, people and actions. Then have students think of the techniques used in the cartoon (in this case symbolism [arm wrestling] and labeling). Ask students to decide the meaning of the cartoon. Students can discuss in pairs or small groups and then report out to the class, or you can have them do this exercise individually before a whole group discussion.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 24-25

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?

(Space provided for answers to each question.)

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?

After they have analyzed the two documents, tell students that you have something to share: the photograph is a fake. There were no pictures of Khrushchev banging his shoe. Also, when this picture was taken (without the shoe), he was not saying, “We will bury you.” Ask students, “Does this change your previous reasoning? Why or why not? What does that tell you about using photographs as evidence? How would you go about deciding if a photograph is trustworthy?” (There is some controversy about the shoe-banging incident, with one person recalling that he did pick up his shoe after his watch broke from fist pounding, but others remember it differently. There is no video or photograph showing the incident. More can be read about this at Wikipedia at: http://en.wikipedia.org/wiki/Shoe-banging_incident.)

Ask students to read the two quotes in their academic notebook page 26. After doing so, they should answer these questions:

- What factual information is contained in the quotes?
- What can you infer from the quotes?
- What is the tone of the speaker? What does this tone say about the issues surrounding the quotes

FROM THE STUDENT ACADEMIC NOTEBOOK p 26

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?

(space provided)

When students are finished with this task, ask them to explain their analysis. Encourage them to notice the difference in tone and message between the first and second quotes (“We will bury you,” versus, “We will wave to you”). Between the time of these two quotes, the Soviet Union had been the first in space.

Assessments:

Outcome 1:

Students 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.

	No	Some	Yes
Responses are thoughtful.			
Observations and inferences reflect important information drawn from the documents.			
Inferences are made about the source and context of the photo.			
Inferences are made about the source and context of the cartoon.			
Inferences are made about the source and context of the quotes.			

Activity Three

Returning to the Theme of Liberty (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 9; History/SS Writing– 10

Ask students to think about what the historical sources—photograph, political cartoon and the quotes—say together about the Cold War and about liberty. They should write their thoughts in their academic notebook. Assure students they are just speculating at this time because they are relying on very little data. What else would help them be able to make a more informed hypothesis?

FROM THE STUDENT ACADEMIC NOTEBOOK p 27

Activity

3 Returning to the Theme of Liberty

1. Taken together, what do these documents say about liberty during the 1960s?
(space provided)

Assessments:

Outcome 2:

Students will speculate about the concept of liberty during the Cuban Missile Crisis.

- Grade the responses in students’ academic notebooks.

You may use the following criteria:

	No	Some	Yes
Responses are thoughtful.			
Responses use the documents as evidence.			

Activity Four

Considering Vocabulary (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4

Ask students to review the following vocabulary words and, in pairs, explain their meanings, as well as how they used them in this lesson.

FROM THE STUDENT ACADEMIC NOTEBOOK p 28

Activity

4 Considering Vocabulary

These 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

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

- 1. Introduced the lesson topic — the Cuban Missile Crisis.
- 2. Asked students about their prior knowledge and provided needed background on the Cold War.
- 3. Discussed with the students how historians could find out about the Cold War if they knew nothing about it.
- 4. Had students use the National Archives procedure to analyze the provided photograph.
- 5. Had students use the Political Cartoon Analysis Guide to analyze the cartoon (and provided modeling and practice if this is the first time they have used the guide).
- 6. Had students analyze the two quotes, paying attention to the dates and the changes in the tone of the quotes.
- 7. Had students consider the theme of “liberty” in light of the documents they analyzed.
- 8. Had students review vocabulary (sourcing, contextualization, primary sources and chronology) and explain how they used these tools in the lesson.

Lesson 3

Taking Notes from a Lecture

Overview and Rationale:

In college, students have to learn large amounts of information from lecture. Students must then integrate what they learned from lecture with the information they learn from textbooks and other sources. This integration is an important skill often not taught. In this lesson, students are taught to take notes from lecture and to make sense of those notes. In subsequent lessons, they will learn information from a textbook and some primary documents, and they will integrate this information in order to have a fuller understanding of the Cuban Missile Crisis.

This lecture provides background on the Cold War. This background information will help students contextualize the Cuban Missile Crisis. The lecture will also include information on the Cuban Missile Crisis and other points discussed in the textbook chapter. When students read the textbook, they may find information is totally overlapping (providing corroboration), complementary (providing new information, but still in keeping with the previous interpretation), or contradictory (providing new information that contradicts old information). It is important for students to recognize what kind of information is being presented. If the information completely overlaps, students should have more confidence in the interpretation of history, but if it contradicts, students need to contemplate why this is so, immediately returning to the source of information and looking for evidence of bias.

Tasks/Expected Outcomes:

1. Students will demonstrate understanding of the lecture through their lecture notes.
2. Students will show understanding of vocabulary words through the definitions they write in their academic notebooks and their talk-throughs.

College and Career Readiness Standards (CCRS)

Arts History/Social Studies Standards: Reading

- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

English Language Arts Listening and Speaking

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Processes

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

6. Annotation/Note-taking

Ability to read/listen purposefully and select relevant information; to summarize and/or paraphrase.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint Lecture
- Academic Notebook

Vocabulary:

Discipline Specific Vocabulary

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

Timeframe:

Approx. 100 minutes

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

Other Academic Vocabulary:

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

*Words that Help You Discuss
the Discipline:*

- Cornell note-taking

Activity One

The Modified Cornell Method of Note-taking (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 2

Explain to students the dynamics of a professor’s lecture. Students will be listening to a lecture and will need to practice taking notes. As they take notes on the lecture, students should be thinking about the questions in the academic notebook page 30:

FROM THE STUDENT ACADEMIC NOTEBOOK p 30

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:

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

(space provided)

If students participated in the first history unit, they learned how to take notes using a modified Cornell method. In this method, they took notes on one side of the paper, and then put analogous information from the textbook chapter on the other side. You can remind them of what they already practiced. If students are new to this unit, you will need to model this kind of note-taking and allow them to practice with feedback before turning them loose on the lecture. For example, lecture using one or two of the PowerPoint pages and show what you would take notes on. Then have students take notes on the next couple of pages and debrief.

Have students turn to their academic notebook page 31 to see how the note page looks.

FROM THE STUDENT ACADEMIC NOTEBOOK p 31

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:		

Tell students to read the instructions for this kind of note-taking. **Emphasize they will be taking notes on one side of the page only, because later, they will be adding in information from their chapter reading.** Also remind students they should not try to copy down every word from the lecture, but use phrases or “paraphrase” using abbreviations whenever possible. Ask students to think about developing a short way to write certain words that re-occur, such as “&” for “and,” “w/” for “with,” “b/c” for because and so on. (This is where their texting skills might come in handy!)

Finally, discuss the kinds of information that matter in history. Students should pay attention when the following comes up in the lecture:

Activity Two

Taking Notes on a PowerPoint (Approx. 60 minutes)

College and Career Readiness Standards: History/SS Reading– 2; Listening and Speaking– 1

Use the PowerPoint provided for this lesson. This PowerPoint presents a great deal of material from World War II to the Cuban Missile Crisis. It will be important to get through the Bay of Pigs and Cuban Missile Crisis so that they can add chapter content that students will read in the next lesson. When you are showing PowerPoint pages, discourage students from copying down exact words.

When you have come to a stopping point, ask students to work with a partner, comparing notes.

After students have shared their notes, ask them how they would now answer the questions from the beginning of the lecture.

FROM THE STUDENT ACADEMIC NOTEBOOK p 32

Activity

2 Taking Notes on a PowerPoint

- 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.

Students should especially pay attention when a lecturer interrupts a chronological narrative and says something like, “and the reason this is important,” “there were three causes,” or provides some other clearly interpretive comment. The lecturer is doing what historians do—interpreting the facts—making claims about significance, relationships, motivations and tactics. These comments help students determine the perspective of the instructor, and that information has a good chance of being on a test.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 33-34

- 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?

Ask students these additional questions, if the points were not raised during discussion. Make sure students provide answers based on the lecture information.

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.

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

Assessment:

Outcome 1:

Students will demonstrate that they have understood the lecture through their lecture notes.

Use the following rubric.

Note-taking Rubric

	No	Some	Yes
Notes capture significant information (people, events, motivations/goals, tactics, etc.).			
Notes paraphrase rather than copy.			
Notes use symbols and/or abbreviations.			
Notes are accurate.			

Activity Three Vocabulary (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 2; Listening and Speaking– 1

Ask students which words were difficult. The following is a list of words and their context. These may be some of the words students identify. Work with students to resolve the meanings of words they still do not understand.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 35-37

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)

Students can work in groups to find definitions to the words they do not know, using the following format for each word.

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

Show students how to use the discipline specific-vocabulary to talk-through the concepts (explain their meaning within the context of the lecture). Students can work in pairs and take turns talking through the words.

Remind students that a Talk-Through involves working with a partner. The student explains what he has learned about each term to a partner, without looking at notes. The partner does have notes, and listens for accuracy and thoroughness, asking for clarifications and correcting errors. If the student doing the Talk-Through gets stuck, he or she can refer to notes, then put them down before proceeding. If students have not done talk-throughs prior to this lesson, model the process with one of the terms.

FROM THE STUDENT ACADEMIC NOTEBOOK p 38

Discipline Specific Vocabulary

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

People

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

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

Policies/Doctrines

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

Organizations

- Communism
- NATO
- NASA

Assessment:

Outcome 2:

Students will show understanding of the targeted vocabulary words through the definitions they write in their academic notebooks.

Use the following criteria:

	No	Some	Yes
Notes include key vocabulary words.			
Vocabulary words students have studied have accurate definitions.			
Student conveys accurate information in Talk-Through.			
Student conveys thorough information in Talk-Through.			

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Introduced students to the Cornell Note-taking method and the guiding questions.
2. Modeled note-taking as needed.
3. Explained to students what they should look for when taking notes.
4. Showed the PowerPoint and gave a lecture while students took notes.
5. Had students get into pairs or small groups and compare notes.
6. Asked students for their answers to the guiding questions.
7. Asked students subsequent questions.
8. Had students determine meanings of unknown vocabulary words.
9. Had students participate in talking through discipline-specific vocabulary.

Lesson 4

Annotating a Chapter— Cuban Missile Crisis

Overview and Rationale:

Students will need to read various kinds of sources in order to gain a deep understanding of history. One of these, in college, is a history textbook. Textbooks in history provide students with an overview of a particular topic. They can be somewhat deceiving, however. Readers assume that what they are reading is absolutely true because the chapters are written in narrative form, not in argument form. Yet, the narratives are the creation of historians' analysis of other historians' writings and their interpretation of documents and other artifacts in relation to their own conjectures about how the past unfolded. Statements that specify that causes were political, legal or social, or that some events are more significant than others, for example, are not statements of fact but reasonable interpretations of historical information. Thus, historians know that history textbook chapters contain implicit arguments or claims and the source (author) and context in which a textbook is written is important. Interpretation is complicated by the fact that textbooks can be considered *tertiary* sources. That is, textbook authors are often relying on secondary sources of information (written by historians) rather than their own assessments of primary documents. Nevertheless, what they choose to emphasize and what they leave out, the claims they make, and the details they provide are *decisions* the authors make. Thus, two textbooks may treat the same topic differently.

What textbooks do allow, however, is an overview of a period or a series of events that readers would not get if they only read primary sources. Students can use this kind of summary information as background that can provide context when they dig deeper into a particular topic. As long as students understand that textbook information should be questioned, the textbook information can be valuable.

The sections of the textbook chapter in this unit present a somewhat chronological treatment of the Cold War up to and including the Cuban Missile Crisis. In addition, the chapter includes several features: guiding questions, headings and subheadings that specify different topics; photographs from the time period with captions, maps, political cartoons, etc. Students need to consider all of these elements if they are going to understand what this source has to say.

Annotation is a way for students to mark the text while they are reading. Annotations can be used in *any* field, because *what* is annotated can be tailored to the specific requirements of the discipline. In history, annotations should focus on the elements of the text that are important to historians: events, people, places, policies and documents; statements of cause and effect, chronology, significance; comparisons and contrasts; geographical, political, social, legal, other categorizations of events, and so on. Paying attention to these elements will help students to understand

important historical information. At the same time, students need to pay attention to the source of this information and question the claims of the author.

This lesson focuses on understanding the information in the chapter sections, synthesizing the lecture and the textbook and thinking about causes and effects using a pattern organizer. Students also engage in vocabulary study and, using the Pattern organizer, make a timeline of the Cuban Missile Crisis.

*If students did not participate in Unit One, this lesson will take longer. You will need to make some decisions about what you have time to teach. Most important is that students dig into the text to do some interpretation. You could assign certain pieces for homework—the reading of the Tindall and Shi text or the graphic organizer.

Tasks/Expected Outcomes:

1. Students will demonstrate through their annotations and discussions their ability to engage in close reading.
2. Students will show through their annotations their ability to identify historically important information about the Cuban Missile Crisis from reading.
3. Students will increase their understanding of vocabulary.
4. Students will combine information from lecture and text and use a Pattern organizer to show their understanding of the events, causes and effects of the Cuban Missile Crisis.
5. Students will reflect on the relationship between what they are reading and the theme/essential questions.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects: Writing

- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of disciple-specific tasks, purposes and audiences.

English Language Arts Speaking and Listening Standards

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.)

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

Skills Cluster 4: Writing Process

1. Summarizing from Multiple Sources

Ability to write a summary based on details from multiple sources.

(www.literacydesigncollaborative.org)

Materials:

- Chapter from Tindall and Shi, *The Americans*: Sections titled: Early Setbacks; The Cuban Missile Crisis
- G-SPRITE
- Academic Notebook
 - Annotation Evaluation
 - Pattern organizer

Vocabulary:

Discipline Specific Vocabulary

Organizations

- Central Intelligence Agency (CIA)
- Joint Chiefs of Staff
- National Security Council

Documents

- Test Ban Treaty

Events

- Blockade or quarantine
- Hotline
- Bay of Pigs Debacle

General Academic Vocabulary

- timidity
- sarcastic
- volatile
- intractable
- ratified
- Imminent
- redress
- strategic
- relished
- substantive

Words that help you discuss the discipline

- annotation
- cause/effect
- close reading

Timeframe:

100 minutes

People

- Nikita Khrushchev
- President Kennedy
- Fidel Castro
- Robert Kennedy

Places

- Bay of Pigs
- Berlin
- Turkey

- hedgehog
- acquiescence
- deterrent
- demoralize
- détente
- blockade
- quarantine
- blustered
- obsolete

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 6

Explain to students a textbook chapter can be a good source of information because it provides an overview of events and their interpretation. Students will begin reading a portion of the chapter from *The Americans* called “New Frontiers: Politics and Social Change in the 1960s” to get an overview of the Cuban Missile Crisis.

The chapter is written by George Tindall and David Emory Shi. Tindall died in 2006. He was an American author, historian and a professor at the University of North Carolina, Chapel Hill. He was a graduate of Furman University. In World War II, he served in the army in the South Pacific. He grew up in the South, and many of his books were about the South. Shi was the president of Furman University from 1994-2010. In addition to his interest in American history, he is also knowledgeable about such topics as sustainability and leadership. Ask students what this author’s information tells them about the text information they are about to read. For example, is it important that they are both Southerners? Can we expect these authors to be objective or biased? What else would we have to know to make that decision?

Preview the chapter with students. Ask students to look at headings and subheadings and the extra features this chapter includes; remind them that these features will aid their understanding of what Tindall and Shi say. Then discuss this preview with students, asking questions such as, “Are there topics you know about that happened during this time period that Tindall and Shi are leaving out? What do you think Tindall and Shi would like you to understand about the JFK’s years as president?” (If students participated in the first history unit, you can ask them how this text compares to the Faragher text read previously.) There are fewer features, so this chapter covers a greater period of time but in less depth. However, there is a timeline, a chapter summary, maps, photographs and political cartoons. It is written in narrative style. Within topics, the text proceeds chronologically, but the topics overlap in time. For example, JFK’s involvement in the Civil Rights Movement and his involvement in the Cuban Missile Crisis and Vietnam happened within a similar time period, but they are covered as separate topics.

Activity Two

Analyzing History Texts (Close Reading) (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2; Speaking and Listening– 1

If students completed History Unit 1: Civil Rights, remind them of the strategy they used called G-SPRITE. If not, introduce them to G-SPRITE by having them read about it in their academic notebooks page 40. Historians often think of societal systems and their categories, as expressed by G-SPRITE, when they analyze past events. For example, it helps to understand the Cold War from a political, technological, social and economic standpoint.

To help students understand these categories, if they have not completed Unit One, consider using a familiar example of an event and have them talk about categories of

causes or influences and effects. For example, have students think about a significant time in their lives (getting their driver's license, turning 16, or being chosen for a team). Or you can think of a historical event that everyone knows about or is in the news and discuss the categories (e.g., the crisis in Syria or the 9/11 attack). Students can then decide among the following categories the ones that apply.

FROM THE STUDENT ACADEMIC NOTEBOOK p 40

Activity

2 Analyzing History Texts

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.

Remind students, as they read, to annotate with those historical frameworks in mind. That is, if students read about something that can be classified as *economic, religious, political, etc.*, they should make a notation in the margin about that information. Also, have them read the following list. If students participated in Unit One, simply remind them that they should be reading for the following:

FROM THE STUDENT ACADEMIC NOTEBOOK p 40

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.

Also, remind students that in narrative history writing, authors write about actors who engage in activities to meet their goals within a particular time period and place, in a particular way and with particular consequences or effects. Sometimes authors contend that these tactics or actions have *political, social, cultural* or other kinds of implications.

If students did not participate in Unit One, you will need to model annotating by reading a paragraph or two of the chapter, stopping occasionally to discuss your thought processes and annotating in the margins of the chapter. Then, have students do a paragraph or two and discuss what they annotated before having students work in groups or independently.

Explain many of these important aspects of history, such as the relations among events and an actor’s motivations or how successful an individual is at meeting his or her goals, are not necessarily known—they are the *interpretations* of historians who have read a number of texts and artifacts. Illustrate these points by studying the following sentences taken from Tindall and Shi’s chapter. Prior to the discussion, you should locate these quotes in the text.

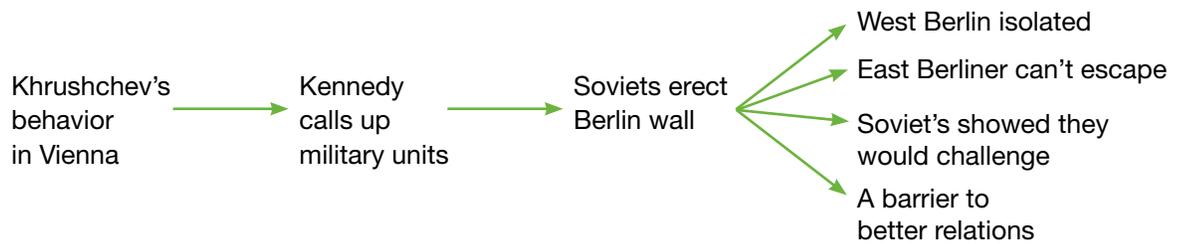
John Kennedy’s record in foreign relations, like that in domestic affairs, was mixed, but more spectacularly so.

This sentence is a claim by the historians. The rest of the section about JFK’s foreign relations (including the section on the Cuban Missile Crisis) is support for this claim, in that it includes Kennedy’s failures and successes. So, even though the chapter is written in narrative form, the authors are making arguments.

Model the interpretation of this paragraph that begins with Kennedy meeting Khrushchev in Vienna.

Khrushchev bullied and browbeat Kennedy and threatened to limit Western access to Berlin, the divided city located 100 miles within Communist East Germany... Kennedy, in turn, was stunned by the Soviet leader’s aggressive demeanor. Upon his return home, he demonstrated his resolve by calling up Army Reserve and National Guard units. The Soviets responded by erecting the Berlin Wall, isolating West Berlin and preventing all movement between the two parts of the city. The Berlin Wall plugged the most accessible escape hatch for East Germans, demonstrated the Soviets’ willingness to challenge American resolve in Europe, and became another intractable barrier to improved relations between East and West.

Here, the authors are making a cause/effect chain of events (one event causes another event that causes another event, so that each event is both an effect and a cause). The chain looks something like this:



Help students understand that the events are chronological in nature, and the historians are *inferring*, based upon evidence, the cause/effect relationships. Although in this case, the cause/effect nature might seem self-evident, it is not always clear. Did Kennedy state publicly his motivations for calling up the National Guard? If not, could there be other reasons why he might do so?

Also, help students to notice that the historians attributed four effects of the erection of Berlin Wall, signaling the event's significance. Another historian, however, might have listed fewer or more effects.

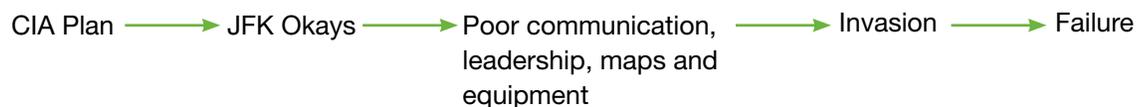
Finally, ask students to use G-SPRITE to interpret the paragraph. The events leading to the Berlin Wall, as depicted by Tindall and Shi, were political in nature, but the effects were geographical and perhaps social as well as political. Another historian might have mentioned the economic effect it had on West Berlin.

Let students work in pairs or small groups to analyze the following text:

Upon taking office, he (Kennedy) learned that a secret CIA operation was training 1,500 anti-Castro Cubans for an invasion of the homeland. The Joint Chiefs of Staff assured the inexperienced Kennedy that the plan was feasible in theory; CIA analysts predicted that the invasion would inspire Cubans to rebel against Castro and his Communist Regime.

But the scheme, poorly planned and poorly executed, had little chance of succeeding. When the ragtag invasion force landed at the Bay of Pigs in Cuba on April 17, 1961, it was brutally subdued in two days; more than 1,100 men were captured. Kennedy called the bungled invasion a 'colossal mistake.' The planners had underestimated Castro's popularity and his ability to react to the surprise attack. The invasion also suffered from poor communication, inaccurate maps, faulty equipment, and ineffective leadership.

When students are finished, ask for their interpretations. Note that this text has cause (a plan) and effect (a failure), but there are also reasons for the failure. Is there a way students could depict this text graphically? Possibly students could do something like the following, but other depictions would also work.



If students were using G-SPRITE, what would their analysis be?

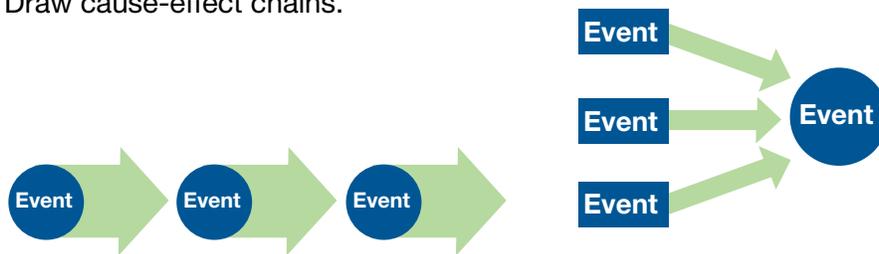
Informal Assessment: Listen to each group's conversations to see if they understand the text at the targeted level. See pages 63-65; use the close reading checklist to note appropriate close reading behaviors.

Activity Three Annotating the Text (Approx. 20 minutes)

**College and Career Readiness Standards: History/SS Reading– 1, 2;
 Speaking and Listening– 1**

Explain to students that the exercise they just completed will help them to engage in *close reading* of important parts of the chapter sections they are about to read, but they cannot possibly talk over every sentence in every section that they read. What students can do to help themselves pay attention to meaning, however, is to annotate, or to take notes right on the textbook pages. If they have not annotated before, tell students they can do a number of things to the words on the page, such as (academic notebook page 41):

- 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.

Show students a model of an annotated page and talk through the different kinds of annotations and their purpose.

Provide 15-20 minutes for students to read and annotate the assigned section of the chapter. You may have them work in pairs or small groups and compare their annotations.

When finished reading and annotating, have students fill out the Annotation Evaluation for history in their academic notebooks page 42.

FROM THE STUDENT ACADEMIC NOTEBOOK p 42

Activity

3 Annotating the Text

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 Four

After-reading Discussion and Vocabulary (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 4; Speaking and Listening– 1

Questions for close reading:

Begin a discussion of the chapter with open-ended questions and, as students provide answers, follow up with more specific questions as needed.

1. What did Tindall and Shi have to say about the Cuban Missile Crisis?
2. What claims were they making?
3. What evidence did they use to back up those claims?
4. Did they make cause-effect claims? Did they make claims about effectiveness (or lack thereof)? Provide examples of these claims.
5. What language did they use to signal their position about the Bay of Pigs and the Cuban Missile Crisis? (“President Kennedy wisely opted for a blockade.” The Joint Chiefs of Staff assured the *inexperienced* Kennedy that the plan was feasible in theory.” About the Bay of Pigs: it was a *fiasco*, a *colossal mistake*, *bungled*, a *clumsy invasion*.)
6. In the paragraph following the one about the Bay of Pigs, Tindall and Shi discuss the meeting between Khrushchev and Kennedy in Vienna. In putting these two events together, are the authors signaling a cause/effect relationship? Why or why not?
7. How do Tindall and Shi portray the motivations of the Soviets in placing missiles in Cuba? What about the motivations of Kennedy in deciding to stand up to the Russians?
8. Do Tindall and Shi have sufficient evidence to back up their interpretations of the past? What kind of evidence are they using? If it is not sufficient, what kind of evidence would you need?
9. What categories of historical information did you identify in this section of the text? Refer to G-SPRITE. (Students might identify ideological, political, geographical or technological.)

Vocabulary:

Ask students to talk through the following discipline-specific strategy and put this vocabulary on a chart placed in the room.

FROM THE STUDENT ACADEMIC NOTEBOOK p 43

Activity

4 After-reading Discussion and Vocabulary

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
- quarantine
- hotline
- Bay of Pigs
- Cuban Missile Crisis

People

- Nikita Khrushchev
- President Kennedy
- Fidel Castro

Places

- Bay of Pigs
- Berlin
- Turkey

Documents

- Test Ban Treaty

Have students interpret the following sentences, paying attention to the meaning of the underlined words. If students have difficulty with the words, help them to use context, analyze word parts and use resources such as glossaries/dictionaries. Model vocabulary annotation by putting a synonym for each of the underlined words in the margins (with a connecting line).

Also, help students get the sense of a word's connotation. For example, "timidity" is a negative term, with an opposite word being "bravery" or "bravado." One thinks of a timid person as being perhaps mouse-like, wincing and pleading, "Please don't hurt me." Why did Eisenhower portray Kennedy that way?

Former President Eisenhower characterized Kennedy's role in the clumsy invasion as a "profile in **timidity** and indecision," a **sarcastic** reference to Kennedy's book *Profiles in Courage* (1956).

The **volatile** Khrushchev bullied and browbeat Kennedy...

The Berlin Wall... became another **intractable** barrier to improved relations between East and West.

Their motives were to protect Cuba from another American-backed invasion, which Castro believed to be **imminent** and to **redress** the **strategic** imbalance caused by the presence of US missiles in Turkey aimed at the Soviet Union.

Khrushchev **relished** the idea of throwing "a hedgehog at Uncle Sam's pants."

Kennedy also worried that **acquiescence** to a Soviet military presence would weaken the credibility of the American nuclear **deterrent** among Europeans and **demoralize** anti-Castro elements in Latin America.

Kennedy wisely opted for a naval **blockade**, which was carefully disguised by the **euphemism quarantine** since a blockade was technically an act of war.

Tensions grew as Khrushchev **blustered** that Kennedy had pushed humankind "toward the **abyss** of a world nuclear-missile war."

...and the removal of **obsolete** American missiles from Turkey, Italy, and Britain.

The treaty, **ratified** in September 1963, was an important symbolic and **substantive** move toward **détente**.

Assessments:

Outcome 1:

Students will demonstrate through their annotations and discussions their ability to engage in close reading.

Outcome 2:

Students will show through their annotations that they are identifying historically important information about the Cuban Missile Crisis from reading.

- Annotations, annotation evaluation and partner discussions.

Use the same annotation checklist that students use for self-evaluation. Also consider using the close reading checklist (at the end of this lesson). For discussion, you may want to use the following rubric.

	No	Some	Yes
Student participates in discussion.			
Student references text in answers.			
Student's answers are thoughtful/reasonable.			
Student is able to identify claims and evidence, including cause/effect claims.			
Student can explain the motivations of Khrushchev and of President Kennedy.			
Student can identify G-SPRITE elements in text.			

Outcome 3:

Students will increase their understanding of vocabulary.

If desired, have students produce an exit slip, giving an explanation of two discipline and two general academic vocabulary words. Or, if not using an exit slip, a short quiz can be administered using a few (but not all) of the words. A certain number of points can be awarded per word.

Activity Five

Combining Lecture and Text (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading– 6, 7, 9; History/SS, Science and Technical Subjects Writing– 10; Speaking and Listening– 1, 2

Have students return to their lecture notes from the previous lesson and ask them to add notes at appropriate places so that their Cornell Notes will be a combination of lecture and text reading. Students should add these notes in the empty column. If there is information that is discussed in both the lecture and the text, students should

determine if the information is completely overlapping (lecture and text say the same thing), if the information is complementary (different information, but the text adds similar kinds of information to the lecture) or contradictory (the text contradicts the lecture). If it is completely overlapping, they already have the information in the lecture notes and don't need to add anything. If it is new information that complements, they should add it. If it is contradictory, they need to add it and mark it in some way, so that they can come back to it later in order to resolve the contradiction (or to at least find out why there is a contradiction; for example, that the sources represent different perspectives.) Give them time to do this, working in pairs or small groups, if you desire, then share out in a whole group discussion the kinds of information they added. In this particular assignment, most of the text information will come at the end of their notes, with the Bay of Pigs and Cuban Missile slides.

FROM THE STUDENT ACADEMIC NOTEBOOK p 44

Activity

5 Combining Lecture and Text

Take out the Cornell notes you took on the Cold War lecture. Add in 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.)

That activity asks students to integrate information from different sources—a critical part of doing well in college courses. In the next activity, students are *making sense of* what they learned from the lecture and what they learned from reading. Historians look for patterns. This organizer shows multiple elements working together in cause-effect relationships. Have them look at the Pattern organizer in their academic notebooks and talk through the instructions with them. Also, have them refer to both their notes and annotations. First, model the activity by taking one important piece of information from the Cornell notes page and placing it in the Pattern organizer. For example, one cause of the Cuban Missile Crisis may have been the erection of the Berlin Wall by the USSR. The Berlin Wall would be put into a “cause” bubble and in also in the sequence of activities. However, because the sequence should be chronological, tell students that they should first determine what events they will put into the chronology, and then place them in time-order. An effect of the Cuban Missile Crisis might be the installation of a “hot “line. Those directly involved would be Robert Kennedy, Castro, Khrushchev and President Kennedy.

Let students know that the can add bubbles and event lines. Consider giving students larger pieces of paper and letting them draw their own Pattern organizer to accommodate more or fewer items, or, they could use technology to create one.

Also, let students know there is no one “perfect” Pattern organizer with “right answers.” Just as historians organize events in different ways to show cause and effect, students will as well.

Consider letting students work together on this activity, or at least talk through their work with a partner. When finished, ask several students to share their work with the whole class as time allows.

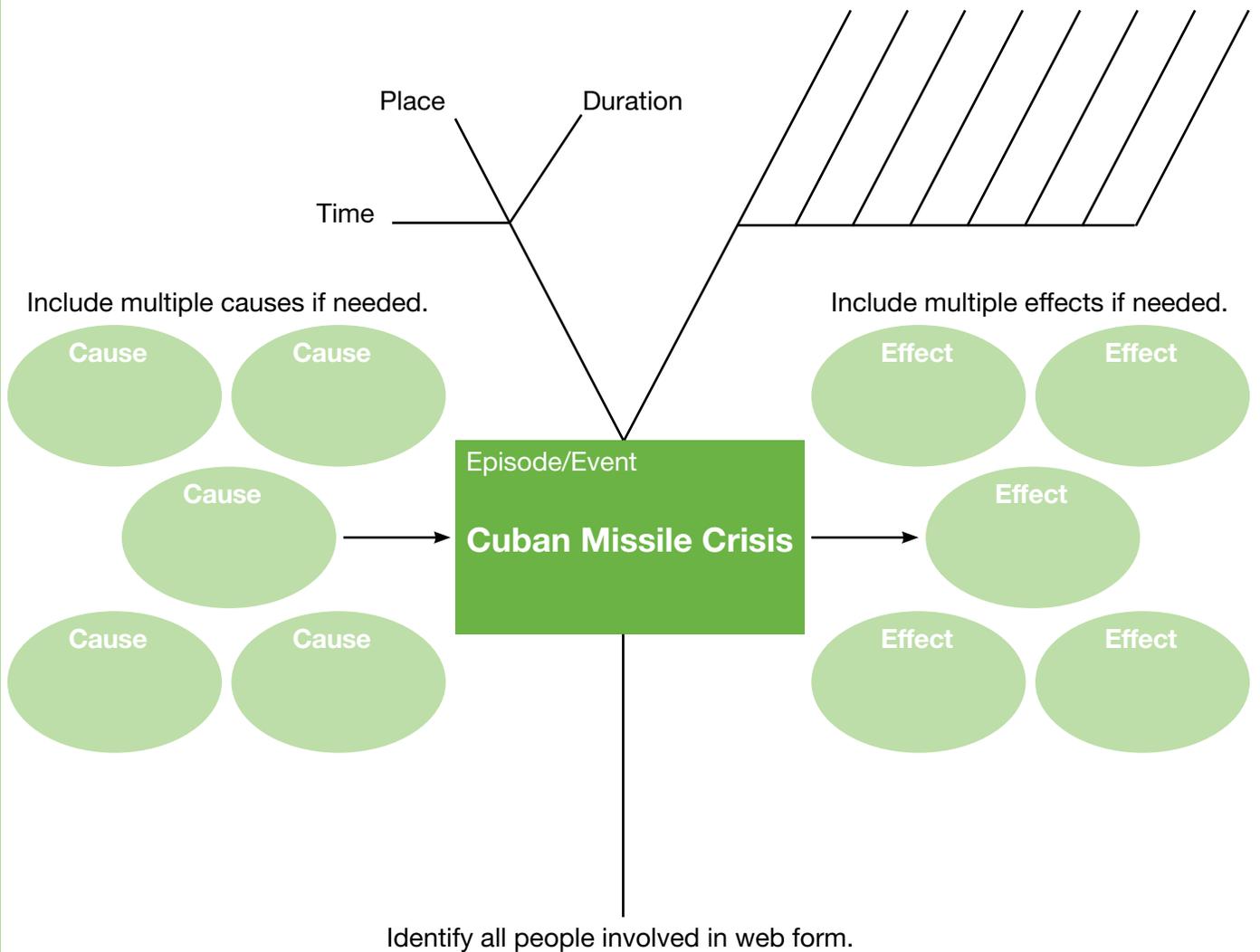
FROM THE STUDENT ACADEMIC NOTEBOOK p 44

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.



Assessment:

Outcome 4:

Students will combine information from lecture and text and use a Pattern organizer to show their understanding of the events, causes and effects of the Cuban Missile Crisis.

The following criteria can be used to evaluate the Pattern organizer:

	No	Some	Yes
Student identified multiple causes.			
Student identified multiple effects.			
Student put events in chronological order.			
Student identifies people shows their relationship.			
Student’s entries are corroborated by text information.			

Activity Six

Thinking about the Theme (Approx. 5 minutes)

College and Career Readiness Standards: History/SS Reading– 7, 9; History/SS, Science and Technical Subjects Writing– 10

Have students complete a paragraph addressing the following questions (page 45):

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?

Assessment:

Outcome 5:

Students will reflect on the relationship between what they are reading and the theme/essential question.

- Paragraph

	No	Some	Yes
Paragraph draws connections between text and theme.			
Paragraph addresses both US and Soviet conceptions.			

Close Reading in History

(From History Intervention Team Project READI)

What is close reading in history?

Zeroing in on and carefully reading a portion of text with particular questions in mind that reflect historical inquiry and using self-regulation to engage in problem solving strategies to interpret text.

What skills or strategies does close reading serve?

1. Knowing when to back off and when to dig in to understanding a particular portion of text (depending on whether it helps understanding or helps answer historical inquiry questions).
2. Entertaining conjectures and hypotheses regarding historical inquiry questions while reading text and reading for answers to historical inquiry questions using historical knowledge frameworks.
3. Carefully considering an author's use of language and word choice.
4. Noticing differences in language with other subject matter discourses or informal discourse. Interpreting words and sentences in light of knowledge of historical discourse (e.g., dated terms and sentence structures, metaphorical meanings of words).
5. Synthesizing information in and across portions of texts to create a mental model about historical events and issues.
6. Using knowledge of historical thinking to interpret text: engaging in sourcing (looking for date, author, type of publication, intended audience, etc.), contextualizing the text to determine author/actor perspective and purpose and using that information to inform interpretation and evaluation of historical text.
7. Relating what is read in one part of the text to other parts of the text, to other texts, to what one already knows (corroboration).
8. Identifying an author's claims and the evidence for those claims and evaluating whether that evidence is complete and coherent.
9. Identifying evidence that will answer historical inquiry questions and evaluating evidence based upon author/actor's perspective.

What do teachers need to do to encourage close reading?

1. Create participation structures and classroom norms that encourage students to grapple with text meaning alone and with others (this will take explanation, modeling, practice and feedback), and assess the participation of all students in reading and intellectual work.
2. Provide significant amounts of time for close reading.
3. Refrain from explaining text or meaning to students. Rather, allow students to determine meaning on their own and with other students.
4. Engage in formative assessment and re-teaching. Circulate to provide timely support to students who are having difficulty (such as encouraging students to think of strategies they have at their disposal and guiding them through the use of those strategies). Use prompts such as the following to scaffold student's problem solving:

What do you know/understand so far? How does this relate to the questions guiding the reading?

What have you tried so far? What else could you do?

Did you look at this part of the text? How does reading that help?

Did anyone else have that question or confusion? What did they do?

Let's look at our reading strategies list to see what you might try.

When you've tried this out, let's talk about how that helped and what you figured out.

5. Use what you've learned from students' reading to frame instruction. For example, if students are interpreting events in light of today's norms and are unable to understand the context in which the events took place, provide more instruction that helps them understand the context (that is, use historical empathy).
6. Teach students skills and strategies that are served by close reading (see Skills and Strategies list) using modeling and explanation, guided practice and independent practice feedback.
7. Provide instructional supports such as comparison contrast charts, annotation guides, note-taking formats, etc., for students to use while engaging in close reading, and explain, model and provide guided practice, independent practice and feedback in using the support.

What does it look like when students are engaged in close reading (observable behaviors)?

1. Students are talking to each other about their interpretations of the text, entertaining hypotheses about what the text means and resolving problems and confusions in at the word level and beyond.
2. Students are referencing and cross-referencing the text in these discussions, pointing to particular places in the text, reading particular words and sentences from the text, etc.
3. When students are reading alone or with others, they are annotating the text, taking notes in other forms, circling words, marking points of confusion and using instructional supports. These annotations, notes and instructional supports should indicate significant reader text interaction and attention to elements of historical reading (from the Skills and Strategies section).
4. Students develop their own text-based questions and discuss the textual evidence that answers those questions (in addition to grappling with the questions that are meant to guide the reading).
5. Students' notes and discussions include evidence of sourcing, contextualization, corroboration, author's use of language and other elements in the Skills and Strategies section.
6. In whole-class discussions, students participate actively and make comments referencing the texts and their notes. When others make interesting comments, students write notes about these comments and respond to them.

Close Reading Behaviors Checklist

- 1. Students are talking to each other about their interpretations of the text, entertaining hypotheses about what the text means and resolving problems and confusions in at the word level and beyond.
- 2. Students are referencing and cross-referencing the text in these discussions, pointing to particular places in the text, reading particular words and sentences from the text, etc.
- 3. When students are reading alone or with others, they are annotating the text, taking notes in other forms, circling words, marking points of confusion using instructional supports. These annotations, notes, and instructional supports should indicate significant reader text interaction and attention to elements of historical reading (from the Skills and Strategies section).
- 4. Students develop their own text-based questions and discuss the textual evidence that answers those questions (in addition to grappling with the questions that are meant to guide the reading).
- 5. Students’ notes and discussions include evidence of sourcing, contextualization, corroboration, author’s use of language and other elements in the Skills and Strategies section.
- 6. In whole-class discussions, students participate actively and make comments that reference the texts and their notes. When others make interesting comments, students write notes about these comments and respond to them.

Score each on a scale from one to four, with:

0 = not evident; 1 = beginning; 2 = developing; 3 = proficient

Student Name	Talk	References to Text	Use of supports	Questioning	Work products	Active participation

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Discussed the textbook chapter authors and had students preview the text.
2. Discussed G-SPRITE.
3. Helped students interpret important historical information, using selections from Tindall and Shi text.
4. Had students annotate the text excerpt and discuss in pairs or small groups.
5. Had students self-evaluate their annotations.
6. Engaged students in open-ended discussion, and then asked appropriate follow-up questions.
7. Had students talk through discipline-specific vocabulary.
8. Discussed with students their interpretations of targeted academic vocabulary.
9. Modeled to students how to integrate text and lecture notes and gave them time to do it.
10. Worked with students to complete the Pattern organizer on the Cuban Missile Crisis.
11. Had students return to the theme and engage in a five-minute free-write.

Lesson 5

Reading Primary Documents

Overview and Rationale:

The primary documents used in this unit explore the communications among the various Russian and US individuals key to the Cuban Missile Crisis. As with other primary source documents, historians are careful to interpret these after considering the perspective of the speaker, the audience, the time period and the context in which they were made. Historians treat these kinds of communications as acts by speakers with particular views and even biases, to particular audiences, for particular purposes that are grounded in the salient events that surround the speeches. These purposes are played out in the words the individuals use.

In order for students to understand these points, history educators often use an acronym: SOAPStone. This acronym stands for: **S**ource, **O**ccasion, **A**udience, **P**erspective, **S**ubject, and **T**one. Students can recall this acronym when they are confronted with the task of interpreting documents. Of course, students should also rely on what they have learned about history reading (e.g., annotation guides, G-SPRITE, Pattern organizer).

Skilled readers of history know that a true understanding of a time period or event doesn't come from reading just one text, but comes from comparison and contrast of multiple documents from varied sources. Historians reconstruct the past using information from primary sources (accounts from the time period), secondary sources (retrospective accounts created from primary sources), and sometimes even tertiary sources (accounts that are created from secondary sources, such as textbooks). Historians know not to trust a single source. Rather, they look for corroboration across sources and for converging evidence in support of an interpretation of history. In this lesson, students will compare and contrast the documents to practice the kind of reading in which historians engage.

Tasks/Expected Outcomes:

1. Students will use SOAPStone to help them analyze each document.
2. Students will demonstrate their ability to engage in close reading of primary documents through annotations.
3. Students will compare and contrast the documents.
4. Students will understand meanings of vocabulary found in the documents.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts Listening and Speaking Standards

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Throughout this course, only grade 11-12 standards are used.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

(www.literacydesigncollaborative.org)

Materials:

- Library of Congress documents
- Academic Notebook
- Comparison Contrast chart

Vocabulary:

Discipline Specific Vocabulary

Organizations

- Organization of American States (OAS)

Places

- Soviet Union
- US
- Cuba
- Turkey

General Academic Vocabulary:

- ultimatum
- reconnaissance
- gauntlet
- unilateral
- intimidate
- proclaiming
- sovereign
- quid pro quo
- abyss

Words that Help You Discuss the Discipline:

- SOAPStone
- primary sources

Timeframe:

Approx. 100 minutes

People

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

Events

- Quarantine

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4; Speaking and Listening– 1

Students will be comparing and contrasting several documents in this lesson.

Explain to students these are **primary source documents**, and in order to provide the best interpretation, they will need to be thinking about the source and context of the speeches. If they have completed the first history unit, they will be familiar with the acronym SOAPStone. **If not, introduce this term to them, explaining to them that they can use this acronym to remind them of the kinds of questions they should be asking of each text, starting before they even begin reading.**

FROM THE STUDENT ACADEMIC NOTEBOOK p 47

Activity

1 Orientation to the Task

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 Two

Using SOAPStone to Source and Contextualize Documents (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4; Speaking and Listening– 1

If students are unfamiliar with this technique have them turn to the first document and together, without reading the entire document, go through the SOAPStone process. Students will not be able to analyze the entire purpose or tone until they actually read the document, but you may choose a paragraph or a sentence from the document and discuss what tone is being conveyed. **Have students analyze the second document as practice (except for tone) individually, in pairs or small groups. Have them talk through their analysis with the whole group. Then they can do the third document independently.** If they are already familiar with SOAPStone, they can use the first document for review. The possible answers below are for your benefit and are not in the Academic Notebook.

First document:

Speaker: Nikita Khrushchev

Occasion: October 24, 1962—on learning of the quarantine of Cuba

Audience: President Kennedy

Purpose: Need to read some of the document; from the first paragraph, the purpose is to castigate Kennedy about his choice of quarantine. As students get into the document, they will find that it is also to announce that Russia will not abide by the quarantine.

Subject: The US quarantine of Cuba

Tone: (From the first paragraph: angry, accusatory, disrespectful, as if he were talking to a child.)

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.

Let students know as they read the rest of the document, they will have other insights into the purpose and the tone.

Ask students, “Given what you have found out already about the document you are going to read, what do you expect it to say? Why? What do you think Khrushchev’s motivations are for writing this to Kennedy?” (The point is not to just source and contextualize as an empty exercise. The exercise should lead students to make some early inferences. Make sure that students understand that point.)

FROM THE STUDENT ACADEMIC NOTEBOOK p 48

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:	
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?)	

(Chart provided for all three documents.)

Second document:

Speaker: Dobrynin (Soviet Ambassador to the US)

Occasion: October 27, 1962 – the day that the situation was resolved between Russia and the United States

Audience: The Soviet Foreign Ministry

Purpose: To provide an account of the conversation between he and Robert Kennedy. (Students will find out more about the purpose as they read.)

Subject: At this point, students will know from the chapter they are talking about removing the missiles from Cuba. While students are reading, they will also find out that there is talk about having the US missiles in Turkey removed.

Tone: Factual (other answers are also acceptable with evidence).

Ask students, “Given what you have found out already about the document you are going to read, what do you expect it to say? Why? What do you think Dobrynin’s motivations are for writing this to the office of Foreign Affairs?”

Third document:

Speaker: Robert Kennedy (Attorney General and JFK's younger brother)

Occasion: October 28, 1962 – the day after the telegram accepting Khrushchev's first offer.

Audience: Secretary of State Dean Rusk

Purpose: To provide an account of the conversation between him and Dobrynin. (Students will find out more about the purpose as they read.)

Subject: At this point, students will know from the chapter they are talking about removing the missiles from Cuba. While students are reading, they will also find out that there is talk having the US missiles in Turkey removed.

Tone: Accept reasonable answers with evidence).

Assessment:

Outcome 1:

Students will use SOAPStone to help them analyze each document.

To assess students' ability to use SOAPStone to source and contextualize, informally assess the discussion (whole-class and partner/small group work) and check students' academic notebooks. Reasonable information should be filled into the graphic organizers, similar to the answers provided above.

Activity Three

Reading the Documents (Approx. 50 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 3, 4, 5, 6, 7, 8, 9; Speaking and Listening– 1, 1a, 2

Explain to students a major reason they will be reading the documents is to better understand and compare/contrast the perceptions in Russia and the US about the Cuban Missile Crisis.

Direct students to read and annotate the full documents. Remind students before they begin of the various kinds of information they have been taught to annotate in their previous lesson; students should annotate that kind of information and also the SOAPStone information. Let students know attention will be paid to the evidence they have annotated in each of the elements of SOAPStone. For "tone," this will mean students should underline or mark words that signal tone and state the tone somewhere in the margins. For "purpose," students should underline parts of the text that signal purpose and write this purpose (or those purposes) in the margins.

Document copies may be found in the student academic notebook pages 51-57.

FROM THE STUDENT ACADEMIC NOTEBOOK p 51

Activity

3 Reading the Documents

Document 1:

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.

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

After students have read and annotated the full documents, have them talk through their annotations to a partner or in a small group, then fill out the comparison/contrast chart in their academic notebook pages 58-60 (see also page 79 of this guide). Students can do this together.

Bring students together to discuss the comparison/contrast charts. Tell students to bring in other sources they have read at this point, too. For example, ask:

1. Did anything surprise you?
2. What perceptions do you have about the Cuban Missile Crisis as a result of reading these documents? Why do you say that?
3. What did these documents say about US conceptions of liberty for Americans?
4. What arguments about liberty were being made by the Soviets?
5. Did the documents disagree at any point? If so, in what way?
6. Did the documents disagree with Tindall and Shi at any point?
7. Did the documents corroborate each other at any point? If so, in what way?
8. What did you notice about the occasion (including the time) these communications were written? What can you infer from that information?

For *tone* and *purpose*, have students use the graphic organizers in their academic notebook page 61, and consider placing two large charts on the walls—one for tone and one for purpose. Divide each chart into three columns, one for each text. Have students put a phrase or sentence that signified purpose from each of the readings on the purpose chart and one or two words or phrases that signified tone for each of the readings on the tone chart.

These charts can then be used to discuss students' perceptions of purpose and tone, using the words on the chart as their evidence. It may be interesting to see if there are disagreements about purpose or tone and if these can be resolved through class discussion.

FROM THE STUDENT ACADEMIC NOTEBOOK p 61

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		

If students did not find any points of disagreement, direct them to the following sections:

From Dobrynin’s account

“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.

...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 two to three people know about it in Washington.

From R. Kennedy’s account

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.

Ask students to think about the differences in these two accounts and what might have motivated these two to have different versions of the conversation. Help them to see that historians have to make those same sorts of inferences as they read conflicting documents.

Direct students to the section in their academic notebook that directs students to discuss the trustworthiness of the documents in groups and give them a few minutes to write their thoughts in the spaces (page 62). Discuss as a whole class.

FROM THE STUDENT ACADEMIC NOTEBOOK p 62

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: *(Space provided)*

Document 2: *(Space provided)*

Document 3: *(Space provided)*

Assessment:

Outcome 2:

Students will demonstrate their ability to engage in close reading of primary documents through annotations.

Outcome 3:

Students will compare and contrast the documents.

Use the annotation checklist to assess students' annotations, if desired:

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)

- 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?

Another grading option is to assess the graphic organizers in their academic notebooks, using the following guidelines:

	Never	Somewhat	Always
Student's answers included text evidence.			
Student's answers were reasonable, given text evidence.			
Student's answers were complete.			
Student's answers showed understanding of the documents.			

FROM THE STUDENT ACADEMIC NOTEBOOK compiled from pp 59-61

	Khrushchev to Kennedy		Dobrynin to Foreign Ministry		R. Kennedy to Rusk	
	Answer	Evidence from the text	Answer	Evidence from the text	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?						

Activity Four

Vocabulary (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 4;
Speaking and Listening– 1

Ask students if there are vocabulary words they still do not understand. **Resolve the meanings of any remaining unknown vocabulary words with the class. Here are some possibilities:**

FROM THE STUDENT ACADEMIC NOTEBOOK p 63

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.

Regarding the word “proclaiming,” discuss the difference between it and some reasonable synonyms. For example, what is the difference between proclaim and “say?”

Add the discipline specific words below to a word list in the room and have students explain to each other in partners what these words mean and what their significance with regard to the Cuban Missile Crisis.

FROM THE STUDENT ACADEMIC NOTEBOOK p 63

“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

Assessment:

Outcome 4:

Students will understand meanings of vocabulary found in the documents.

Choose two general academic words and two discipline specific words to have students explain the meanings and their significance, given the context. For example, *quid pro quo* could mean a *trade-off*, and it is significant in this context because Kennedy said he told Dobrynin that he should not be expecting the US to pull out of Turkey just because the USSR was pulling out of Cuba (but Dobrynin had a different version of the talk). For each word, points can be given for a definition and/or an explanation of significance.

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Had students review SOAPStone.
2. Had students use SOAPStone on the documents and discussed the implications of the information.
3. Had students read and annotate the documents.
4. Directed students to fill out the comparison/contrast chart and bring them together for a discussion.
5. Had students answer tone and purpose questions in the academic notebook.
6. Discussed differences in the two documents about the talk between R. Kennedy and Dobrynin.
7. Reviewed vocabulary with students.

Lesson 6

Comparing Two Presidential Speeches

Overview and Rationale:

Speeches represent a genre often studied by historians. As with other primary source documents, historians are careful to interpret these after considering the perspective of the speaker (and speech-writer), the audience, the time period in which the speech was given and the context of the time period. They treat speeches as acts by speakers with particular views and even biases, for particular audiences and for particular purposes or motives that are grounded in the salient events that surround the speeches. These purposes are played out in the words the speakers' use.

Historians also write précis. These are like summaries; they can stand in for the document but they consist of the major ideas in a document. In this lesson, students will learn how to write précis for each of the two speeches.

In this lesson, students will compare and contrast the two speeches to practice the kind of reading in which historians engage.

Tasks/Expected Outcomes:

1. Students will demonstrate their ability to engage in close reading of two presidential speeches.
2. Students will compare and contrast the two speeches, and be able to explain the differences using the other information about the Cold War they have learned.
3. Students will be able to summarize the important information in a document through a précis.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects: Writing

- 1a Introduce precise knowledgeable claims, establish the significance of the claims and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

English Language Arts Speaking and Listening Standards

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

Skills Cluster 3: Transition to Writing

1. Establishing the claim of a text with evidence

Ability to write a claim based on information text and identify supporting evidence.

Skills Cluster 4: Writing Process

1. Writing a précis

Ability to capture the argument from an information text in a précis.

(www.literacydesigncollaborative.org)

Materials:

- Transcript of Dwight D. Eisenhower's Farewell Address (1961)
- JFK's Commencement Address at American University, June 1, 1963
- Academic Notebook
- Comparison contrast chart
- Précis writing

Vocabulary:

Discipline Specific Vocabulary

Organizations

- Peace Corps
- National Service Corps

Places

- Soviet Union
- US

(Possible) General Academic Vocabulary:

- vested
- provocation
- attainable
- successor
- compelled
- evolution
- engulfing
- acquisition
- allegation
- hostile
- imperialist
- ideology insolvent
- accommodation
- atheistic
- phantom
- allied
- ruthless
- Pax Americana
- tempered
- insidious

Timeframe:

Approx. 35 minutes

People

- Prime Minister MacMillan
- Chairman Khrushchev

Events

- Test-Ban Treaty
- Disarmament

- unwarranted
- rational
- transitory
- defeatist

Words that Help You Discuss the Discipline:

- Précis
- SOAPStone
- Primary sources

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4; Speaking and Listening– 1

Students will compare two presidential speeches in this lesson—one is Dwight Eisenhower’s farewell address in 1961 and one by JFK at a commencement at American University in 1963. Explain to students that these are **primary source documents**, and in order to provide the best interpretation, they will need to be thinking about the source and context of the speeches. **Students can use the acronym SOAPStone to remind them about how to do this.**

FROM THE STUDENT ACADEMIC NOTEBOOK p 65

Activity

1 Orientation to the Task

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 on looker.

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 Two

Sourcing and Contextualizing Documents (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4; Speaking and Listening– 1

Have students use SOAPStone to source and contextualize the two documents, working in pairs or small groups. Next, have several students share out their work to the class. Important to note is the time frame—1960 versus 1963. This is of course, during the Cold War, and the Bay of Pigs fiasco and Cuban Missile Crisis took place in the time between these two speeches. Throughout the intervening time, Kennedy had been sending “advisers” to South Vietnam, so that by the time he was assassinated, there were 16,000 of them. Martin Luther King, Jr. had written “a letter from a Birmingham Jail” in April 1963, and Kennedy was assassinated in November 1963, not long after his speech. Ask the students, “What had happened in the intervening time? Are these events important to consider? Why or why not?”

FROM THE STUDENT ACADEMIC NOTEBOOK pp 66-67

Activity

2 Sourcing and Contextualizing Documents

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

Title of Document:
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?)

There are two SOAPStone charts in the notebook pages 66-67.

Assessment:

Outcome 1:

Students will demonstrate their ability to engage in close reading of two presidential speeches.

The SOAPStone Chart can be used as an assessment of close reading. Reasonable answers should be added to the chart. Assessment of students’ discussion of this information can also be used.

Activity Three

Reading the Speeches (Approx. 50 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 3, 4; Speaking and Listening– 1, 3

Explain to students a major reason they will be reading the documents is to better understand Eisenhower’s and Kennedy’s ideas about liberty, and when reading, students should keep the following essential question in mind:

What were the concepts of liberty in the US in relation to Foreign Affairs?

Another reason students are reading the two speeches is to help them understand changing concepts of and responses to the Cold War. Students should look for differences in tone, suggested actions, etc., that might provide evidence for a claim (or at least a hypothesis) about the way the Cold War evolved over time. This is a good time to discuss again how tone can help one determine an author’s purpose.

A third reason to read the speeches is to determine the arguments Eisenhower and Kennedy made and the evidence used to back up their arguments. What was the line of reasoning? One important thing to keep in mind is the determination of what kinds of things the two presidents talked about—were they geographical, social, political, religious, technological and/or intellectual? Thinking about the topics in these terms is one way to look at changes in emphases.

FROM THE STUDENT ACADEMIC NOTEBOOK p 68

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.

Direct students to read and annotate the two speeches. Remind students before they begin of the various kinds of information they have been taught to annotate in the previous lesson. Annotations can be made for that kind of information in addition to the information that will help them answer the questions just posed.

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.

Documents can be found in the student academic notebook pages 68-73.

After reading and annotating, have students talk through their annotations to a partner or in a small group.

Vocabulary (academic notebook pages 74-76):

Ask students to identify vocabulary words for which they were not able to find meanings. Students should share these words with the class. Independently or in small groups, students can work through the vocabulary meanings. Remind students that it is okay, in fact necessary, to struggle with meaning in order to truly understand what they read. Determine how well students are tackling vocabulary by having them interpret the following phrases and sentences from the two speeches. You could break the assignment up by assigning different sentences to three or four groups.

- ...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 charted 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.

Another option is to place new disciplinary vocabulary on a word chart in the room, and words that describe ways of talking about the discipline on another chart.

Assessment:

Outcome 1:

Students will demonstrate their ability to engage in close reading of primary documents.

Use the annotation checklist used in previous lessons as an assessment (and a self-assessment). Alternately, the following shorter grading rubric can be used.

	No	Some	Yes
Elements of SOAPStone were annotated.			
G-SPRITE was annotated, as appropriate.			
Information reflecting attitudes toward freedom was annotated.			
Claims and evidence were annotated.			
Student marked unknown vocabulary and provided synonyms for words.			
Students could explain meanings of targeted vocabulary.			

Activity Four

Compare and Contrast the Two Speeches (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 4, 6, 7, 9; History/SS, Science and Technical Subjects Writing– 1a; Speaking and Listening– 1, 2, 3, 4

Students can work in pairs or small groups to complete the comparison/contrast chart in their academic notebook. When they are done, bring students together in a whole class discussion to talk about the charts. Ask students what the differences were in the two speeches and how they can explain them. Encourage them to use what they know about the context from their other readings. Monitor this discussion to determine how well students can bring in evidence from what they have read to support their claims about the differences and the reasons for those differences. **Then, in the academic notebooks, have students write: (1) a claim about the differences in the two speeches, (2) the evidence explaining the differences, and (3) the evidence for the claim itself.**

FROM THE STUDENT ACADEMIC NOTEBOOK pp 77-78

Activity

4 Compare and Contrast the Two Speeches

	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]).

When students have completed the assignment, show the following example, and have them evaluate their own work.

Example:

Claim: Because Kennedy realized that he came very close to nuclear war during the Cuban Missile Crisis (explanation of the difference), his speech was more focused on concrete actions towards peace than was Eisenhower's speech, which was more focused on the regrettable necessity for a military/industrial complex (difference).

Evidence: Eisenhower said: "A vital element in keeping the peace is our military establishment," and he spoke extensively of the "prolonged complex struggle" we have against Communism. His main argument was that we should not let the military-industrial complex control us as a nation or keep us afraid and unwilling to still work toward peace.

Kennedy began his speech with a call for world peace. Unlike Eisenhower, he believed that keeping a large stockpile of weapons was not the best way to ensure 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.” In addition, he explained these steps he had taken towards peace: (1) discussions about a “hotline;” (2) beginning talks about a test ban treaty; and (3) stopping nuclear tests even without the treaty.

I believe the Cuban Missile Crisis explains his change of heart. The Soviet Union and the US came dangerously close to a nuclear war. Khrushchev said, in his letter to Kennedy, “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.” And Robert Kennedy acknowledged that, if the US used force against Cuba, “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.” Because both nations had nuclear weapons, the idea that it would be a nuclear war was a real possibility. It was right after the Cuban Missile Crisis that Kennedy began his efforts towards peace, and I think that the crisis scared him.

Assessment:

Outcome 2:

Students will compare and contrast the two speeches and be able to explain the differences using the other information about the Cold War they have learned.

Use the following criteria to assess this outcome.

	No	Some	Yes
The student cited a reasonable difference between the two speeches, given the evidence.			
The student provided an explanation for the difference.			
The student provided evidence that there was a difference.			
The student provided evidence for the explanation.			

Activity Five

Writing a Précis (Approx. 60 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2, 4; History/SS, Science and Technical Subjects Writing– 9; Speaking and Listening– 1, 3, 4

Explain to students that writing a précis can be invaluable when you want to capture the essence of an argument in a historical text. A précis is a type of summarizing that requires one 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. In this assignment, students will learn how to write a précis using the Eisenhower speech and will write a précis of the Kennedy speech on their own.

Have students read the following example of a précis from a World History Class (page 79), retrieved from <http://home.comcast.net/~mruland/Skills/precis.htm>.

FROM THE STUDENT ACADEMIC NOTEBOOK p 79

Activity

5 Writing a Précis

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

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)

Instruct students to read the example and discuss what they notice about the précis. Then, have students read the “Do’s and Don’ts of Précis Writing” (page 80). Emphasize that a précis is not a description, but an organized essay that follows and explains the authors’ arguments and the reasoning behind them.

FROM THE STUDENT ACADEMIC NOTEBOOK p 80

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.

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.

Construct a précis (or at least an outline for a précis) with your students, using the Eisenhower text (page 80). Next, have students write a précis for the Kennedy text on their own (this may be assigned as homework).

When finished, ask students to share their précis with a partner and share several examples in class. Have students complete the evaluation checklist in their academic notebooks page 81.

Example précis for Eisenhower speech:

Dwight D. Eisenhower, Farewell Address, Televised on January 17, 1961

We must not let arrogance, lack of understanding, or unwillingness keep America from striving for the goals of peace, progress, and liberty. However, Americans are threatened by an atheistic, brutal, and crafty global ideology and they should stay alert. Peace is preserved through the military, and the US has had to maintain arms even in times of peace, creating a huge industrial military establishment with economic, political, and spiritual consequences. Even though it was necessary, the US must guard against its undue influence. Technology is largely responsible for military advances in America, with research leading to these advances directed by the Federal government. This governmental influence might lead to the loss of intellectual freedom and we must caution against that, while, at the same time, Americans need to be wary of the undue influence of a scientific-technological elite. We should be concerned that the US might use up its resources, causing offspring to suffer and risking its democratic heritage. In addition, I do not wish to see a world ruled by fear and hate. We must call upon nations to communicate as equals, with mutual respect, in order to avoid war. I am disappointed that the goal of disarmament has not progressed further, especially since another war could destroy civilization. Even though the US has avoided war, much more should be done. I will continue to work for peace as a private citizen. (243 words)

FROM THE STUDENT ACADEMIC NOTEBOOK p 81

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

If desired, share the Kennedy speech précis example below:

Commencement Address of John F. Kennedy at American University, Washington, D.C.,
June 10, 1963

I am choosing this time to talk about a genuine world peace for all. Keeping a stockpile of weapons is not the best way to ensure peace. Even though some would say that nothing would change until the Soviet Union changed, I believe the US could help them change. We must not adopt the belief that war was inevitable—man's problems can be solved by man. We can do this by a gradual pursuit of peace beginning with a series of concrete actions and agreements. Americans need to change their attitudes toward the Soviet Union, even though they have painted Americans as aggressive imperialists who would seek war with the Soviets and who seek world domination. Americans should look beyond Soviet talk to think about common interests and a common humanity between the two nations. We need increased communication with the Soviets, and a step in that direction is a proposed direct line between Moscow and Washington. There are two important decisions that will help the cause of peace: the beginning of talks between Kennedy, Khrushchev, and Macmillan (English) to agree on a test ban treaty; and the decision to stop nuclear testing as long as other states stopped too. Americans need to change their attitudes toward peace and freedom at home—to rededicate their lives through service in the Peace Corps or National Service Corps. Whereas it is the job of the executive branch to protect America's freedom and the job of the legislative branch to ensure that the executive branch had the authority to do that, it is the job of all citizens to respect the others' rights and to respect the law. The US promises that it will never start a war; but will remain ready if others do, and it is dedicated to the pursuit of peace. (301 words)

Assessment:

Outcome 3:

If desired, use the same assessment instrument students used for their self-assessment, assigning points to each of the numbered items, with more points given for items one through three and 10 and 11 than for the other items. See the following suggestion:

			Points
1. Name of document, author and source included.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/5
2. Context or setting included.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/5
3. Speaker's argument summarized accurately and in sufficient depth (claims and evidence).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/5
4. Phrases such as "in this article" avoided.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/1
5. Past tense used, as appropriate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/1
6. No abbreviations or contractions used.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/1
7. Clichés and words like "good" and "bad" avoided.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/1
8. No grammar or spelling errors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/1
9. The précis was an appropriate length.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/2
10. The précis made sense.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	/5
	Total		/27

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- 1. Had students review SOAPStone and use it on the two speeches.
- 2. Had students read and annotate the two speeches.
- 3. Engaged students in discussion about vocabulary.
- 4. Had students complete the comparison/contrast chart.
- 5. Had students write claims and evidence about the difference between the two speeches.
- 6. Had students read about a précis.
- 7. Worked together to construct a précis on the Eisenhower speech.
- 8. Had students construct a précis for the Kennedy speech.

Lesson 7

Participating in a Socratic Seminar

Overview and Rationale:

This lesson uses a Socratic Seminar to help students think about the essential questions that guide the unit:

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?

A Socratic Seminar is a discussion technique where students sit in a circle, facing each other, to reflect on a genuine question that has no “right” answer. The dialogue that ensues, while initially prompted by the teacher, is between students. The teacher acts as an infrequent facilitator: he or she can pose questions when the discussion lulls or moves off-topic and can sometimes provide clarification when asked by a student, but does not comment on what the students say and remains invisible and silent when a discussion is taking place. The students’ responsibilities are to study the text(s) in advance, listen actively (with pen in hand) and share ideas using **evidence from the text(s) for support**.

To keep the discussion going and to have everyone participate, some teachers have used the following tools:

- “Chips” that are dispensed equally to participants at the start of the discussion that they turn in when they talk. All chips and no more can be used.
- Checklist to monitor contributions.
- Fishbowl: students outside the inner circle observe students in the seminar to evaluate their participation.

Please note a Socratic Seminar is not a debate. Rather, it is an open discussion of ideas for the purpose of enlightenment rather than persuasion. You will need to explain to students it is not their task to convince others to share their opinions, nor is it their task to attack others’ arguments. They should be interested in helping other students explain and support their views.

Tasks/Expected Outcomes:

1. Students will demonstrate their ability to use evidence from the texts they have read to create and support a preliminary claim in answer to the essential question(s).
2. Students will organize the claim and evidence in graphic form.
3. Students will participate meaningfully in a Socratic Seminar.
4. Students will use vocabulary that they have read in their previous lessons.
5. Students will revise claims and evidence and construct an argumentative essay.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects Standards: Writing

- 8 Write Arguments based on discipline-specific content and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- 1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally). in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

8. History Argumentation

Ability to identify an implicit or explicit claim in historical writing, to identify evidence that supports the claim, and to evaluate the trustworthiness and appropriateness of the evidence.

Skills Cluster 3: Transition to Writing

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills knowledge, skills, experiences, interests, and concerns.

Skills Cluster 4: Writing

1. Planning

Ability to develop a line of thought and text structure appropriate to a PowerPoint presentation.

2. Revising

Ability to revise and organize claims and evidence into an argumentative essay.

3. Drafting

Ability to draft an argumentative essay based on discipline-specific texts.

4. Editing

Ability to edit written work based on scoring rubric.

(www.literacydesigncollaborative.org)

Materials:

- Transcript of Dwight D. Eisenhower's Farewell Address (1961)
- Transcript of JFK's Commencement Address at American University, June 1, 1963
- Tindall and Shi's Textbook chapter sections
- Notes from Cold War lecture
- Photograph, political cartoon and quote analyses

- Notes and graphic organizers

- Transcripts of Khrushchev's note to Kennedy; Dobrynin's report to Foreign Ministry; Robert Kennedy's report to Secretary of State.

Timeframe:

Approx. 110 minutes

Vocabulary:

Rather than introduce new vocabulary, instructors should note what vocabulary is being used by students in their discussion.

Activity One

Preparing for the Socratic Seminar (Approx. 30 minutes)

Remind students of the dual assignment of using their information from the texts to participate in the Socratic Seminar and then to respond to the prompt based on the first half of this unit: After reading informational texts on the Cuban Missile Crisis, write a claim with supporting evidence in a graphic organizer and participate in a Socratic Seminar in which you argue your claim on one of the essential questions. Support your position with evidence from the texts. Refer students to the Essential Questions printed on the course overview page of their academic notebook page 83:

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

What differences or disagreements existed in conceptions of liberty and freedom by those participating in the Cuban Missile Crisis?

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?

Review the Graphic Organizers in the academic notebook page 83 (also Lesson 2, page 17) for students to respond to the Essential Questions. Provide students with time to review the texts and organize their notes on the graphic organizer in the Academic Notebook to list their claim to respond to one of the essential questions and the evidence to support their claims.

FROM THE STUDENT ACADEMIC NOTEBOOK p 84

Activity

1 Preparing for the Socratic Seminar

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):

(space provided)

Assessment:

Outcome 1:

Students will demonstrate their ability to use evidence from the texts they have read to create and support a preliminary claim in answer to the essential question(s).

Outcome 2:

Students will organize the claim and evidence in graphic form.

Check students' graphic organizer on the following criteria.

	No	Some	Yes
Graphic organizer is complete.			
Graphic organizer shows reasonable claims.			
Relevant evidence from texts is used.			
All texts are used as evidence for at least one point.			
Student's final claim is reasonable, given evidence.			
Student can explain evidence.			

Activity Two

Participating in the Socratic Seminar (Approx. 40 minutes)

College and Career Readiness Standards: Speaking and Listening– 1, 1a, 1b, 1c, 1d, 2, 6

Before students begin the discussion, have them read the self-evaluation rubric and discuss what should be demonstrated during the activity.

Have students sit in a circle so they are facing each other.

Remind students they are to engage in open discussion for the purpose of understanding and that during the discussion you will be monitoring, *in the background*, their ability to take turns, to actively listen (and take notes on what others say), to provide evidence from the texts to support their ideas and be respectful. Also, tell students they will do a self-assessment after the discussion. Have them turn to their academic notebooks again to remind them of the assessment rubric.

Restate the essential question. Decide (or have students decide) how turns will be taken, and choose an individual to begin the discussion. Turns can be taken by, (a) the next person just speaking up without hand raising, or (b) the person who has just finished choosing the next person to speak from the group of people with their hands raised. As mentioned in the overview, you might want to consider ways to encourage everyone to participate. Refrain, however, from taking over the discussion. One option is to provide students with discussion tickets or chips, or you can require a participation rule such as, “everyone must join the conversation at least twice.”

While the discussion is taking place, use this monitoring form or something similar to note who is participating thoughtfully. This form can also be used to evaluate whether or not students are using targeted, discipline-specific vocabulary.

**If desired, instead of a check mark, use a rating of one to three on items checked, where:
 1 = minimal; 2 = adequate; 3 = excellent**

Student Name	Participates	Uses Evidence	Actively Listens	Is respectful	Uses Disciplinary Vocabulary

Assessments:

Outcome 3: Students will participate meaningfully in a Socratic Seminar.
Outcome 4: Students will use vocabulary that they have read in their previous lessons.
 Use the above check sheet to informally assess students’ performance in the seminar, and you can also complete the evaluation below that students are using to evaluate their own performance.

Activity Three **Using the Rubric to Evaluate Performance (Approx. 15 minutes)**

After the discussion is finished, have students return to their academic notebooks and complete the Socratic Seminar self-Evaluation Rubric (see above). (This can be a possible homework assignment.)
 If a fishbowl was used, the students in the outer circle could also evaluate the fishbowl group’s performance, as well. Consider using the following evaluation tool. When finished, you may distribute these to the targeted group. Also consider holding a class discussion about their performance as a whole.

FROM THE STUDENT ACADEMIC NOTEBOOK p 85

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 Four

Revising Claims and Evidence (Possible homework assignment) (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 7, 8, 9; History/SS, Science and Technical Subjects Writing– 8, 9

After the discussion and after students have had a chance to listen and take notes on others’ ideas and evidence, ask students to revise their claim in relation to one of the questions, then list support for the claim from the texts they have read.

Students should make sure the support is trustworthy and it is clearly related to the claim. Thus, an explanation will be needed of why they chose the evidence they did. Explain to students they will return to this question as they continue to study US involvement in foreign relations and this outline will ultimately prepare them for the final essay at the end of the unit.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 86-87

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:

(space provided)

Activity Five

Answering the Prompt (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Writing– 1, 8, 10

Have students use their revisions to the claims and evidence from the Socratic Seminar made in their academic notebook page 88 to construct an argumentative essay answering the prompt and answer their chose essential question. Have students use internal references to the texts to cite their evidence to support their claims— parenthetical references to indicate the source. Students should begin their drafts in class and complete their writing for homework. Have students refer to the essay scoring rubric (page 90) to revise and edit their work.

FROM THE STUDENT ACADEMIC NOTEBOOK p 90

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.

Assessment:

Outcome 5: Students will revise claims and evidence and construct an argumentative essay.

Use rubric to assess essay.

Assessment:

Score the last assignment in the academic notebook using the following criteria:

	No	Some	Yes
Claim is reasonable, given evidence in the text.			
Evidence that is cited is relevant and supports the claim.			
Explanation of evidence discusses why the evidence supports the claim.			

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- 1. Oriented students to the purpose and procedures of a Socratic Seminar.
- 2. Explained the task of reviewing their notes and using the graphic organizer to prepare for the seminar.
- 3. Discussed the way in which the seminar would be evaluated.
- 4. Determined the structure of the seminar (fishbowl or not, how students take turns).
- 5. Evaluated performance as students participated in the seminar.
- 6. Had students conduct evaluations of performance.
- 7. Gave students an opportunity to revise their claim and the evidence that supported it and to explain the relationship of the evidence to the claim.

Lesson 8

Overview: US and Vietnam

Overview and Rationale:

Most students have heard of the Vietnam War (technically, the Vietnam *Conflict*) but may know little about it. This overview presents students with some key historical concepts about our involvement in Vietnam during the 1960s and will end with a focus on Lyndon Johnson and his role in the conflict. The overview provides *contextual* information that will help students learn from the other texts about Vietnam in this unit, and thus, could be considered an anchor text.

With guidance from the instructor, students will be introduced to American involvement in Vietnam through a PowerPoint presentation. This general introduction will focus on the challenges posed by political instability in Vietnam and President Johnson's attempts to overcome those challenges.

Tasks/Expected Outcomes:

1. Students will identify claims and discuss needed evidence after viewing a PowerPoint on Vietnam.
2. Students will demonstrate a growing understanding of vocabulary after viewing the PowerPoint.
3. Students will review the prompt and assignment for the second half of the course.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

History/Social Studies, Science and Technical Subjects: Writing

- 4 Produce clear and coherent writing in which the organization, development, substance and style are appropriate to task purpose and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 1: Preparing for the Task

1. Task Engagement

Ability to investigate a historical period and gather evidence for a claim.

2. Task Analysis

Ability to understand the elements of an assignment and explain what to do to be successful.

Ability to understand the elements of the scoring rubric to assess the task.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

4. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

5. History Argumentation

Ability to identify an implicit or explicit claim in historical writing, to identify evidence that supports the claim, and to evaluate the trustworthiness and appropriateness of the evidence.

Skills Cluster 4: Writing Process

1. Planning

Ability to develop a line of thought and text structure appropriate to a PowerPoint presentation.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint Presentation - Vietnam
- Academic Notebook

Vocabulary:

Discipline Specific Vocabulary

People

- Lyndon Johnson
- Viet Cong
- Vietminh

Places

- Saigon
- Gulf of Tonkin

Discipline Specific Vocabulary with General Meanings

- escalation

Timeframe:

Approx. 65 minutes

Documents/Agreements

- Geneva Accords

Events

- Tet Offensive
- Gulf of Tonkin Incident

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4

Ask students to write down a list of words, phrases, images, etc. that they associate with the Vietnam War in their academic notebook page 92. Acknowledge that students may already know something about Vietnam, but that they will be considering information about Vietnam that is still controversial today, and will have to act as historians to determine what they will ultimately believe in relation to those controversies. Explain to them that the PowerPoint you are about to show them helps set the stage for the rest of their reading and will help them contextualize the other documents and texts they read.

Show the list of vocabulary words for this lesson (above). Ask students to write down what they know about each of the terms (page 93). Students should be able to tell more about the terms when the lesson is over.

Activity Two

Viewing the PowerPoint and Taking Notes (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading– 1; Speaking and Listening– 1

Remind students to use the strategies they have already learned to take notes, and to refer to the sections on Cornell notes and annotation if they need a reminder.

Ask students to pay attention to the claims made on the PowerPoint about the role that President Johnson played in creating the US Vietnam policy, and to think about claims concerning Johnson's *motivations*, *goals*, and *tactics* in dealing with Vietnam.

Most people agree about their interpretation of the end of this story (that we eventually pulled out without a victory and that Johnson's decision not to run for a second term was largely because of Vietnam), but historians still disagree when they discuss the decisions that were made along the way. So, the students should be thinking about this as they encounter the PowerPoint and other materials.

Have students take notes while viewing the PowerPoint.

When the PowerPoint has been completed, ask students what they learned from it and what insights they now have about the Vietnam Conflict that they may not have had before. Help them to see that the PowerPoint is an overview and that they will learn more throughout the next weeks.

(Space provided in academic notebook page 94.)

Activity Three Thinking about Evidence for Claims (Approx. 15 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 2; Speaking and Listening– 1

Have students sit in a circle so they are facing each other.

Return to the last page of the PowerPoint and have students look at these claims then speculate what kind of evidence might support the claim, writing their speculations in the chart in their academic notebook. Explain to them that in their subsequent readings, they should be looking for evidence that supports or contradicts the claims. They can first pair with another student, then share what they wrote with the class.

FROM THE STUDENT ACADEMIC NOTEBOOK p 95

Activity

3 Thinking about Evidence for Claims

The last slide of the PowerPoint included some of the interpretations of historians of 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, write down what kind of evidence would be convincing to you that 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.		

Also, have students look at the graphic organizer in their academic notebook page 96.

Tell students this also represents a way to engage in the kind of thinking that historians use. They should already understand that, although there may be irrefutable evidence that events took place, the goals, motivations of, and tactics used by historical actors are harder to determine. As they read the other documents in this unit, students should be thinking about these three aspects to Johnson’s actions in the Vietnam War. **If Johnson wanted to win the war, why was he so motivated to do it? What tactics did he use? Why did he fail to achieve his goal?** There are several possible answers for each of these questions and the answers need to have evidence to back them up.

FROM THE STUDENT ACADEMIC NOTEBOOK p 96

Graphic Organizer – PowerPoint Overview		
Johnson’s motivations for involvement and escalation	Johnson’s goal	Johnson’s tactics
	To win the war in Vietnam	

Also, the Vietnam War brings in more evidence that students can use to answer the essential questions:

Johnson’s motivations for involvement and escalation	Johnson’s goal	Johnson’s tactics
<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>

Assessment:

Outcome 1: Students will demonstrate an understanding of claim and evidence in history. Use the chart from Activity Three that has students determine what kind of evidence would be convincing to assess their understanding of the relationship between claim and evidence.

	No	Some	Yes
Did their suggested evidence have a clear link to the claim?			
Did they list several kinds of evidence that could corroborate the same claim?			
Did they produce valid reasons for listing each piece of evidence?			

Activity Four

Vocabulary (Approx. 10 minutes) Using the Rubric to Evaluate Performance

College and Career Readiness Standards: History/SS Reading– 4

Place the discipline specific vocabulary on the appropriate chart in the room. Have students revise their previous explanations of these terms in their academic notebook page 97.

FROM THE STUDENT ACADEMIC NOTEBOOK p 97

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

(space provided)

Assessment:

Outcome 2: Students will demonstrate a growing understanding of vocabulary after viewing the PowerPoint.

Their second attempt at explaining the terms listed in the academic notebook should be more accurate and reasonable than their first attempt.

	No	Some	Yes
Student's definitions were accurate.			
Student's definitions were thorough.			
Student's definitions used information gained from PowerPoint.			

Activity Five

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading 1,4; History/SS Writing– 1, 8, 9

Students will be reading documents to decide whether or not the Johnson Administration was responsible for inciting the Gulf of Tonkin Incident, determining what happened on August 4, 1964 and deciding whether or not Johnson knowingly used a questionable report of an attack to push the incident with Congress and escalate the war. Students will be reading, viewing and listening to primary and secondary documents about the incident to make these decisions.

Let students read about the task in their notebooks page 98. Ask them to turn to a partner and talk through the task together, and then have them talk through what they will have to do as they read the documents and answer the question. While they are talking to each other, monitor their conversations.

FROM THE STUDENT ACADEMIC NOTEBOOK p 98

Activity

5 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?

Did the Johnson administration deliberately incite the Gulf of Tonkin Incident? what really happened on August 4, 1964? Did Johnson knowing 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 on of the questions. Support your question with evidence from the text.

(space provided)

Have students describe what kinds of information they should be looking for while reading the documents so they will be prepared to answer the questions.

Instruct students to use two different kinds of notes organizers to help them decide their answers to the three questions. One will have students deciding the credibility of each of the documents. The other will provide a place to keep track of evidence for both “yes” and “no” answers so that they can determine the weight of evidence. Show students examples of these two documents in their academic notebooks and discuss the processes they will use with them. In the second organizer, students work together in pairs and *come to a consensus* about the answer to each question and the evidence that was convincing. Have students return to the excerpt in the Danzer text that describes the Gulf of Tonkin Incident and remind students of this resource.

Explain to students that they will be reviewing a variety of documents leading up to the exercise, called a document-based question (DBQ). The readings and activities will prepare students to be able to critically read the documents for the essay and prepare for the writing.

Evaluation Rubric			
Criteria			
Participates in partner discussion of the prompt and assignment	Yes	Somewhat	No
Describes the kinds of information to look for while reading the documents	Yes	Somewhat	No
Total			

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

- 1. Had students write down a list of what they already knew about Vietnam.
- 2. Had students write explanations of vocabulary.
- 3. Reminded students of what to do when taking notes.
- 4. Had students take notes while I discussed PowerPoint slides, then discussed what they learned.
- 5. Had students think about what kind of evidence could be used to back up claims that historians have made.
- 6. Discussed with students what they should be looking for as they continue to study Vietnam—goals, motivations and tactics and answers to the essential question.
- 7. Had students re-explain vocabulary.
- 8. Introduced the DBQ prompt.

Lesson 9

Types of Texts

Overview and Rationale:

Students will explore the variety of texts that historians use to interpret events in the past. It is important for students and historians to be familiar with the type of texts they are reading because this helps them to determine the value and application of historical texts. Understanding the advantages and disadvantages of a particular type of text can help students and historians construct better historical arguments.

You will introduce students to broad categories of historical texts using a Power-Point Presentation. This general introduction will conclude with the identification of several examples of historical texts associated with US involvement in the Vietnam War. Lastly students will be asked to classify a variety of texts during an activity found in their academic notebook.

Tasks/Expected Outcomes:

1. Students will be able to classify a variety of historical texts and identify challenges to credibility posed by them.
2. Students will learn text-type vocabulary.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills knowledge, skills, experiences, interests, and concerns.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

(www.literacydesigncollaborative.org)

Materials:

- PowerPoint about types of texts

Timeframe:

Approx. 50 minutes

Vocabulary:

Words that Help You Talk about the Discipline

- Narrative
- Expository
- Genre
- Media
- Memoir
- Primary Source
- Secondary Source
- Tertiary Source

Activity One

Orientation to the Task (Approx. 15 minutes)

Ask students to think of the kinds of texts they have read so far in their study of history and write these on a white board, overhead, chalk board, chart, etc. (page 100). Explain to them that historians use a number of text types, including texts that may not be prose, such as photographs, artwork, political cartoons, and so on.

Show students the PowerPoint and ask for questions. Display the targeted vocabulary somewhere visibly in the room after they have completed that task.

FROM THE STUDENT ACADEMIC NOTEBOOK p 100

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 Two

Classifying and Reasoning about Texts (Approx. 35 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 4; Speaking and Listening– 1

Explain that there are different challenges with the credibility of each of these types of texts. Ask students to think about primary sources such as photographs, newspaper articles from the time period, political cartoons, artwork and interviews of people at the scene. **What challenges to credibility are characteristic of these kinds of sources?** Elicit student responses, after students have discussed their ideas with a partner. An important concern about these kinds of sources is the potential for bias. It doesn't follow that someone who takes a picture is showing an accurate depiction of the entire scene or that someone who participated in an event is presenting an accurate representation of everyone's viewpoint (especially if the participant has something to gain by omitting certain parts of the story). There is evidence from eyewitness testimony studies that people's observations can be wrong. Elizabeth Loftus (e.g., 1974, 1979, 1989), for example, showed participants in an event a picture of the event immediately afterwards that had a new item placed in the scene. Later, participants remembered the original scene as if the new item had been there from the beginning. Historians find primary sources credible only if there is corroboration. For example, if several people witnessed an event and those people all said the same thing, even though they had different political beliefs, they would find that evidence more likely to be accurate.

Have students return to their academic notebooks page 101 and identify the type of texts represented in the examples, then note the challenges they face in determining if they are credible.

When students are finished, debrief by providing feedback about their observations and giving students a chance to revise what they wrote. Note that the Vietnam Conflict lasted until 1975, when Saigon fell to the Communists (but the US troops pulled out in 1973, as a result of the Paris Peace Accords).

FROM THE STUDENT ACADEMIC NOTEBOOK p 101

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? (Circle 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		

Also, have students classify the following text excerpts as a description, explanation or argument/justification.

FROM THE STUDENT ACADEMIC NOTEBOOK p 102

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.

Answers:

1. Explanation
2. Description
3. Argument
4. Description

Discuss with students their choices and have them explain to you what words or phrases helped them decide what type of text each excerpt was. Students could also be assigned to explain several vocabulary words in an exit slip.

Assessments:

Outcome 1: Students will be able to classify a variety of historical texts and identify challenges to credibility posed by them.

Outcome 2: Students will learn text-type vocabulary.

The activities they completed in their academic notebook will help you determine if these objectives were met. Assign points to these activities if desired.

Look for these criteria:

	No	Some	Yes
Student identified text types accurately.			
Student could discuss reasonable challenges to credibility of text genres.			
Student circled words and phrases in text excerpts that reflected the type of text.			

Teacher Checklist

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Had students write down the kinds of text that historians use and discussed this list.
2. Showed students the PowerPoint on text types and discussed the challenges that each genre might represent.
3. Had students identify the genre of texts given the titles and list challenges with interpretation of those genres; discussed student choices.
4. Had students identify description, explanation and argumentation, given text excerpts, then circle words and phrases that helped them decide; discussed student choices.

Lesson 10

Timeline of Vietnam

Overview and Rationale:

Students will explore the evolution of US involvement with Vietnam during the second half of the twentieth century. Students will use a timeline to help them place a variety of events in chronological order. This will enable them to better understand how important events are connected, and to see the trajectory of the Vietnam Conflict. They will be asked to make inferences and ask questions about the timeline. These questions and inferences, along with the essential questions for the unit, will serve to guide their subsequent reading of a textbook excerpt about Vietnam. Furthermore, these questions will help students identify and become more familiar with common historical arguments associated with the debate regarding US involvement in Vietnam.

Tasks/Expected Outcomes:

1. Students will infer historical trends and relationships regarding the Vietnam Conflict using a timeline.
2. Students will ask questions about the Vietnam Conflict after studying a timeline.
3. Students will determine vocabulary meanings by using available resources.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

(www.literacydesigncollaborative.org)

Materials:

- Essential Questions
- Timeline

Timeframe:

Approx. 50 minutes

Vocabulary:

Discipline-specific vocabulary

People

- Ho Chi Minh
- Eisenhower
- Johnson
- Ngo Dinh Diem
- Nixon

Events

- Geneva Accords
- Tet Offensive
- My Lai Massacre
- Pentagon Papers
- Paris Peace Treaty

Places

- Saigon
- My Lai
- Ho Chi Minh Trail

Policies

- Pentagon Papers
- Domino Theory

General Academic Vocabulary with disciplinary meanings

- | | |
|---------------|----------------|
| • insurgency | • cessation |
| • referendum | • garrison |
| • provisional | • infiltrating |
| • allegedly | • guerrillas |
| • fraudulent | • tacit |
| • covert | • legacy |

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading- 1, 4

Explain to students that one of the ways that historians make sense of events is to place them in a chronology. Sometimes, events that are close in sequence have a relationship that is more than chronological. They could have a cause/effect relationship—one event could be part of a whole series of events that exist in a causal chain, or there could be multiple causes or effects of a single event. It is not always true, however, that there is more than a chronological relationship in events that exist in close sequence. Events could exist chronologically just by coincidence. Looking at chronology, however, is a first step to making inferences about the relationships among events. Inferences are made stronger with evidence from reliable sources. If these ideas seem difficult for students to grasp, present them with this activity, found in their academic notebooks page 104:

FROM THE STUDENT ACADEMIC NOTEBOOK p 104

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 Two

Making Inferences from a Timeline (Approx. 40 minutes)

Have students study the timeline (pages 105-109) in pairs or small groups and come up with three inferences (page 110) about the relationships among events and three questions they would like answered. Also, have students speculate about the kind of evidence they would need to support their inferences (page 110).

FROM THE STUDENT ACADEMIC NOTEBOOK p 105-109

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.

(space provided)

Vocabulary:

There are a number of words that students may have difficulty with. Remind them it is okay to struggle with meaning, and they should use their resources to help them understand words they do not know. To review, these include:

1. Context: Students can read the surrounding sentence and determine what meaning would make sense, given the overall meaning of the sentence and the clues the other words provide.
2. Breaking words into their meaningful parts: Multi-syllabic words are often made up of several different parts that students know the meaning of. In this lesson, students may know *fraud*, which will help them understand *fraudulent*.
3. Asking other students: If students are reading with partners or small groups, they can help each other with word meaning.
4. Glossary or dictionary: Students can consult a glossary or dictionary to find the best word meaning, given the context.
5. Class discussion: When all else fails, students can note these words and bring them up later in whole-group discussion.

In addition to the timeline, this lesson includes a map, so that students can reference the places referred to in the timeline. The map is shown on the next page and can be accessed online at: <http://history.howstuffworks.com/asian-history/history-of-vietnam6.htm>.

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 \$15M 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>.

FROM THE STUDENT ACADEMIC NOTEBOOK p 110

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.	

Ask students to share some of their inferences and questions in the whole group. Mention to them that their own questions can be used to guide their reading, and that they should be thinking about these things later as they read the textbook chapter on Vietnam. However, they should also be thinking about the essential question and sub-questions for the whole foreign affairs unit.

Questions for Close-Reading:

If students have difficulty making inferences about the relationship among events, ask the following questions. Tell students they can use the timeline and any other information they have learned in this unit to answer them.

1. What was President Eisenhower saying about Communism when he described the Domino Theory? What inferences, then, can you make about Eisenhower's motivation to help the French when they were fighting Ho Chi Minh? Are there any other explanations for his motivation? (For example, the French had been allies in World War II and he may have wanted to continue that relationship). What evidence do you have for your inference?
2. What role do you think Ngo Dinh Diem played in the difficulty the US had in winning the war? What evidence points to that inference?
3. Read again the description of The Tonkin Gulf incident in the timeline. What opinion do you think the author of this timeline has about the reports of North Vietnamese attacks on US ships? Does the author believe these reports are credible? What words can you identify that provide evidence for your answer?
4. What effect did the Tonkin Gulf incident have on the Vietnam War, as portrayed in this timeline? Is this portrayal corroborated by other information you have read?
4. Why do you think the Tet Offensive was considered a political and psychological victory for the Communists? What words can you identify in the description of the Tet Offensive that led to that conclusion?
5. What was Martin Luther King, Jr.'s motivation to call the US "the greatest purveyor of violence in the world?" What leads you to that inference? Does his pronouncement have any bearing on the outcome of the war? Why do you say so?
6. What were the significant factors leading to the eventual outcome of the Vietnam War, given the information in this timeline? Are there other factors not identified here that could or should be added?

Vocabulary:

Ask students if there were words for which they could not determine meanings as they read the timeline. Enlist the entire class in using available resources to resolve these meanings. If students consult a glossary or dictionary, help them to determine the best meaning of multiple meaning words, given the context of the words. Some possibilities for vocabulary work are:

- | | |
|--------------------|--|
| cessation | Viet Minh and French generals sign the Agreement on the <i>Cessation of Hostilities</i> in Vietnam. |
| provisional | Ho Chi Minh and his People's Congress create the National Liberation Committee of Vietnam to form a <i>provisional</i> government. |
| fraudulent | Prime Minister of Vietnam Ngo Dinh Diem holds a <i>fraudulent</i> referendum. |
| insurgency | Communist <i>insurgency</i> in South Vietnam. |
| guerrillas | Communist <i>Guerrillas</i> assassinate more than 400 South Vietnamese officials. |

infiltrating	North Vietnam begin <i>infiltrating</i> cadres and weapons into South Vietnam via the Ho Chi Minh Trail.
tacit	With the <i>tacit</i> approval of the United States, operatives within the South Vietnamese military overthrow Diem.
garrison	A force of 40,000 heavily armed Vietminh lay siege to the French <i>garrison</i> at Dienbienphu.
allegedly	PT boats <i>allegedly</i> fire torpedoes at the U.S.S. Maddox.
covert	The attack comes after six months of <i>covert</i> US and South Vietnamese naval operations.
legacy	<i>The New York Times</i> publishes the Pentagon Papers, revealing a legacy of deception.

As always, put discipline specific words on the chart in the room, and have students explain these terms to each other. If desired, also have students explain some of the previously listed words.

Assessments:

Outcome 1: Students will infer historical trends and relationships regarding the Vietnam Conflict using a timeline.

Outcome 2: Students will ask questions about the Vietnam Conflict after studying a timeline.

- List of inferences, questions and potential evidence.

You can use the activity in students' academic notebooks to assess students' ability to infer and question using a timeline.

What to look for:

	No	Some	Yes
Student makes reasonable inferences, given information in the timeline.			
In discussion, student can provide a reason for the inference.			
Student asks reasonable questions, given information in the timeline.			
In discussion, student can point to information in the timeline that prompted the question.			
Student can identify potential evidence that would verify that the inferences made are valid.			

Outcome 3: Students will determine vocabulary meanings by using available resources.

Have students identify two or three words they have just learned as a result of the lesson, and write explanations of these words on an exit slip. Also, consider adding a word or two from previous lessons.

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Discussed the relationship between chronology and cause-effect.
2. Asked students to read and annotate the timeline.
3. Asked students to make inferences and ask questions about the timeline, then specify the kind of evidence needed to support these inferences and questions.
4. Had students share inferences and questions in whole group discussion.
5. Asked students questions, as needed.
6. Discussed difficult vocabulary words.

Lesson 11

Reading and Annotating a Chapter about the Vietnam Conflict

Overview and Rationale:

Practicing historians believe that everything should be read with a critical eye—even textbook chapters. Students often assume that what they are reading is absolutely true because the chapters are written in descriptive and explanatory form, not in argument form. Yet, the narratives are historians' analyses of other historians' writings, their interpretation of documents and other artifacts and their own conjectures about how the past unfolded. Statements that specify causes were political, legal, or social, or that some events are more significant than others, for example, are not statements of fact but reasonable interpretations of historical information. Thus, historians know that history textbook chapters contain implicit *arguments*, or *claims* and that the source (author) and context in which a textbook is written are important. Interpretation is complicated by the fact that textbooks can be considered *tertiary* sources. That is, textbook authors are often relying on secondary sources of information (written by historians) rather than their own assessments of primary documents. Nevertheless, what they choose to emphasize and what they leave out, the claims they make, and the details they provide are *decisions* that they make. Thus, two texts may treat the same topic differently.

There are four sections of a textbook in Chapter 30 of *The Americans* about the Vietnam Conflict that tell an account of Vietnam beginning in 1945, when Vietnam was under the control of the French, until the end of the war during Nixon's presidency. The chapter presents a loose chronology; however, within sections there is explanation (*why* did this happen, *what* were the effects), so the structure is not strictly descriptive or chronological. This chapter includes several features: headings and subheadings that specify different topics within the overarching chronological timeframe; photographs from the time period with captions; special topics inserts—often these are memoir or interview excerpts from people who were there at the time; explanations of key terms; maps; and excerpts from primary sources. Students need to consider all of these elements if they are going to understand what this source has to say. Occasionally, this textbook chapter even cites what other historians have said about the war—unusual for textbooks. So, in this chapter, there are sources within sources—the personal stories and the citations of others. As students preview, point these out.

In addition, this is the first full-length chapter students will need to read in this unit; it is 31 pages long. As explained in the lesson, a decision will need to be made on how to proceed, given the reading stamina of students. There are a couple of ways to break up the reading into more manageable sections. One way is to break it up

by major topic, into four sections. A list of questions for each section is suggested for debriefing. Another way is to have students read the first two sections, then proceed with the following two lessons, come back to the chapter to read the last two sections, and follow up with the lesson after that. These decisions could be made with students weighing in. By bringing students into the decision making process, the point can be made that, in college, they may have multiple chapters to read each week and that it will be up to them to decide how they will manage their time.

In this lesson, students are asked to annotate the text. Students should have already had some practice in annotating history texts and should be reminded of this practice. Also, students are asked to think about the overarching theme (liberty) and essential questions as they read and should be thinking about the questions they have already asked themselves as they studied the timeline.

Finally, students should be reminded of other strategies used to make sense of history—specifically SOAPStone, G-SPRITE and the Episode Pattern Organizer. These strategies will help them organize the information they have learned about Vietnam.

Tasks/Expected Outcomes:

1. Students will show through their annotations that they are identifying historically important information about Vietnam from reading.
2. Students will show through discussion and graphic organizers that they can think critically about the information in the chapter.
3. Students will show through annotations and discussion their understanding or discipline-specific and general academic vocabulary.
4. Students will show their understanding of chronology and significance by adding to the Vietnam timeline.
5. Students will collect textual evidence that addresses the essential questions.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- 10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

History/Social Studies, Science and Technical Subjects: Writing

- 9 Draw evidence from informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- 1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- 1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

3. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

4. History Terminology/Vocabulary

Ability to locate and understand words and phrases that identify key people, places, legislation, policies, government structures, institutions and other vocabulary necessary to understand history texts. This skill also includes the ability to interpret tone and perspective from the words a source uses.

5. Close Reading

Ability to interpret portions of text with particular questions or foci in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

6. Relationships among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

(www.literacydesigncollaborative.org)

Materials:

- *The Americans*, Chapter 30
- Academic Notebook
- Annotation Evaluation
- Timeline

Vocabulary:

Discipline-Specific Vocabulary

Organizations

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

Other Terms

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

General Academic Vocabulary

- | | | |
|-----------------------|----------------|--------------------|
| • plummeted | • reverberated | • annotation |
| • laced | • terrain | • repressive |
| • elusiveness/elusive | • appeaser | • disproportionate |
| • attrition | • resilient | • tumultuous |
| • flamboyant | • stalemate | • impale |
| • deferments | • evolved | • deployment |

Timeframe:

Approx. 300 minutes

Documents

- Geneva Accords
- Tonkin Gulf Resolution

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

Events

- Tet Offensive
- Cold War

Policies

- containment escalation

Words that Help You Discuss the Discipline:

- annotation
- cause/effect
- close reading

Activity One

Orientation to the Task (Approx. 15 minutes)

College and Career Readiness Standards: Speaking and Listening– 1

Tell students about the textbook *The Americans*. Gerald Danzer, the principal author of this textbook, is a Professor Emeritus at the University of Illinois at Chicago and former director of the Chicago Neighborhood History Project. He has had a long interest in history education and American Law, and has authored a number of history textbooks. His first coauthor, J. Jorge Klor de Alva is president of a global education company and has a law degree. Not much more can be found out about them. Given that, ask students what they think about the trustworthiness of this text. Then, explain that sometimes you do not have enough information to decide if a text is trustworthy. What else would they need to know?

Preview Chapter 30 with students (page 112). Ask them to look at headings, subheadings and the extra features this chapter includes, and remind them that these features will aid their understanding of what Danzer has to say. If time allows, have students summarize what they found with a partner. **Discuss this preview with students, asking questions such as:**

Are there events that happened during this time period that Danzer is leaving out? Judging from your preview, what do you think Danzer would like you to understand about the Vietnam? What do you think of the personal stories? What is the purpose of these stories? Are these sources of information trustworthy? Why or why not?" Students are likely to say they are trustworthy because the people were there at the time. Question this—what could make them untrustworthy? What about the maps and pictures? The newspaper headings? What purpose do they serve? How are these sections related to the main text? Do they corroborate the information in the text? Do they add new information? If so, what kind?

FROM THE STUDENT ACADEMIC NOTEBOOK p 112

Activity

1 Orientation to the Task

Preview the 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?
(space provided)

Activity Two

Analyzing History Textbook Chapters (Approx. 5 minutes)

College and Career Readiness Standards: History/SS Reading– 1

Remind students they have looked at a timeline and asked some questions about it and should keep these events in mind when reading the chapter. Have students read the instructions in the academic notebook page 113.

FROM THE STUDENT ACADEMIC NOTEBOOK p 113

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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It may be hard for students to keep all of these things in mind as they read. It would be useful to make a list and display it prominently in the room.

Activity Three

Annotating the Text (Each section annotation and discussion is approximately 50 minutes—200 minutes total)

College and Career Readiness Standards: History/SS Reading– 1-9, 10; Speaking and Listening– 1, 2

Provide the rest of the period for students to read and annotate the first assigned section of the chapter—*Moving Toward Conflict*. When students are finished, have them address their questions in their academic notebooks page 114. Also, have them complete the **G-SPRITE organizer**. Students should complete the **Annotation Evaluation for History** in their academic notebooks. You can also use both to assess your students’ performances.

- 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.

FROM THE STUDENT ACADEMIC NOTEBOOK p 114

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?

This is students’ first full-length chapter to read in this unit—31 pages of text. Break-up the text reading and debriefing on individual sections.

- Moving Toward Conflict, pages one to six.
- US Involvement and Escalation, pages seven to 12.
- A Nation Divided, pages 13-17.
- 1968: A Tumultuous Year, pages 18- 31.

Another possibility is for students to read the first two sections, move to Lessons 12 and 13, come back to read the next two sections and finally move to Lessons 14. Make these decisions with knowledge of your students persistence in reading, keeping in mind that in college, they may be expected to read multiple chapters in any given week, and it will be up to them to divide the reading into workable chunks. **It might be a good idea to involve your students in the decision-making.** That is, after they have previewed the chapter, share with students the number of days or class hours they will have to complete Lessons 11-14. Discuss with students the autonomy they will have in college to decide how to structure their study and let them determine the best way to structure the text reading.

FROM THE STUDENT ACADEMIC NOTEBOOK p 115

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				

(space provided)

Assessment:

Outcome 1: Students will show through their annotations that they are identifying historically important information about Vietnam from reading.

Use the Annotation checklist to assess and provide feedback to students about their annotations.

Activity Four

Debriefing (Approx. 40 minutes)

College and Career Readiness Standards: History/SS Reading– 1-9; History/SS, Science and Technical Writing– 9, 10; Speaking and Listening– 1-2

Section One: Moving Toward Conflict

Begin discussions of the information in this section in an open-ended way, asking questions such as, “What did you notice? What caught your eye? What information did you find corroborated other information you have read? Are there disagreements between what you’ve already read and information in this chapter? Were you surprised by anything you read?”

FROM THE STUDENT ACADEMIC NOTEBOOK p 116-117

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:

(space provided)

If the following topics are not brought up during this open-ended discussion, use these close-reading questions. The questions that are most important, as they present new information, are numbers four and five in the academic notebook.

If a fishbowl was used, the students in the outer circle could evaluate the fishbowl group’s performance, as well.

1. Danzer makes the claim, “Seeking to strengthen its ties with France and help fight the spread of communism, the United States provided the French with massive amounts of economic and military support.” What have you already read that discusses US motivations for helping the French? Is this statement corroboration? (Partly: the timeline mentions Communism but not US/French relations.) Does Danzer provide evidence for this claim? (Provides a fact: \$2.6 billion in aid over the next four years.)
2. How does Danzer explain the relationship of the Domino Theory to Vietnam? How does his explanation match the explanation in the last lesson?
3. Danzer says, “The United States also sensed that a countrywide election might spell victory for Ho Chi Minh and therefore supported the cancellation of elections.” In the timeline, you read, “The United States does not accept the agreement (Geneva Accord), and neither does the government.” The timeline was silent on US support for cancellation. What would you have to do to find evidence that corroborated or disagreed with Danzer?
4. Danzer says, “On November 1, 1963, a US-supported military coup toppled Diem’s regime. Against Kennedy’s wishes, Diem was executed.” In the timeline, you read, “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.” Compare and contrast these two statements. (Remind students to pay attention to the meaning of the word “tacit” if they do not. The timeline statement implies that Kennedy did not disagree with either the coup or the murder of Diem. Danzer says that Kennedy actually helped with the coup but did not agree to the murder.) How would we determine the more supported interpretation? What evidence would we need? Ask students to read the document on the next page to decide what interpretation it supports.
5. The question left unanswered by the text below 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 History Commons at: 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]. Academic notebook page 118.

FROM THE STUDENT ACADEMIC NOTEBOOK p 118

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?

(space provided)

~~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.

JA
FE:JAMendenhall:aws

~~TOP SECRET~~

DECLASSIFIED
E.O. 12958, Sec. 3.5(b)
Department of State Guidelines
By mmk NARA, Date 5/21/97

Section Two: US Involvement and Escalation

Again, ask open-ended questions to begin the debriefing.

Follow up with the questions below, if not already discussed.

1. At the beginning of escalation of the Vietnam Conflict, what were the opposing opinions about escalation? Can you find statements in the text that describe these opinions?

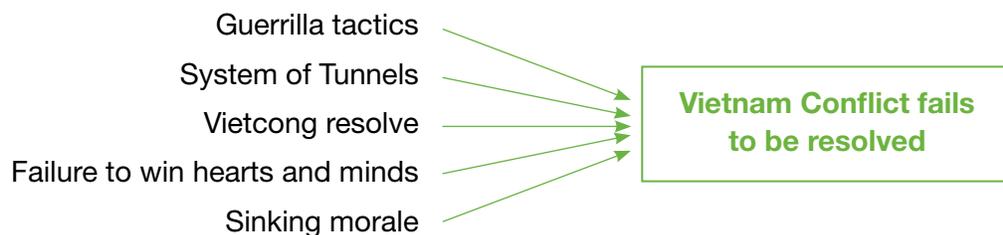
(Two examples: Ernest Gruening of Alaska, "All Vietnam is not worth the life of a single American boy." Ross Adair of Indiana, "The American flag has been fired upon. We will not and cannot tolerate such things.")

2. Why, according to Danzer, does the Vietnam Conflict last so long? What parts of the text provide answers to the question?

(Possible answers: guerrilla tactics, a system of tunnels, Vietcong resolve and persistence, failure of US to win the hearts and minds of the South Vietnamese rural population, sinking morale among US troops.)

3. How could you illustrate this with a cause-effect graphic?

Possible answer:



4. Danzer claims, "Not only may the United States have underestimated the Vietcong's ingenuity, but it also miscalculated the enemies resolve." What evidence does Danzer use to support this claim? Is his evidence persuasive? Why or why not? What other evidence might he have used?

(Ho Chi Minh's statement from 1940s; McNamara's statement to a reporter in 1966; Statement from Stanley Karnow, author of *Vietnam: A History*.)

5. Read the following paragraph:

Much of the nation supported Lyndon Johnson's determination to contain communism in Vietnam. Therefore, President Johnson began sending large numbers of American troops to fight alongside the South Vietnamese Army against the forces of the Vietcong and the North Vietnamese Army.

What structure does this paragraph have? Is it a description, an explanation or an argument? (Explanation.)

What is the relationship between the first and second sentence? (Cause-effect.)

What word or words provide the clue to this relationship? (Therefore.)

(Explain to students that there are words that signal relationships of one thing has to another, and that looking for these words can be helpful to determine the author's meaning. Words such as "thus," "because," "so," "on account of," signal cause-effect, whereas words such as "following that," "then," "next," "after that" and "later" signal a chronological relationship that may or may not be cause-effect.)

Section Three: A Nation Divided

If students' open-ended discussion does not bring up the following points, consider these activities:

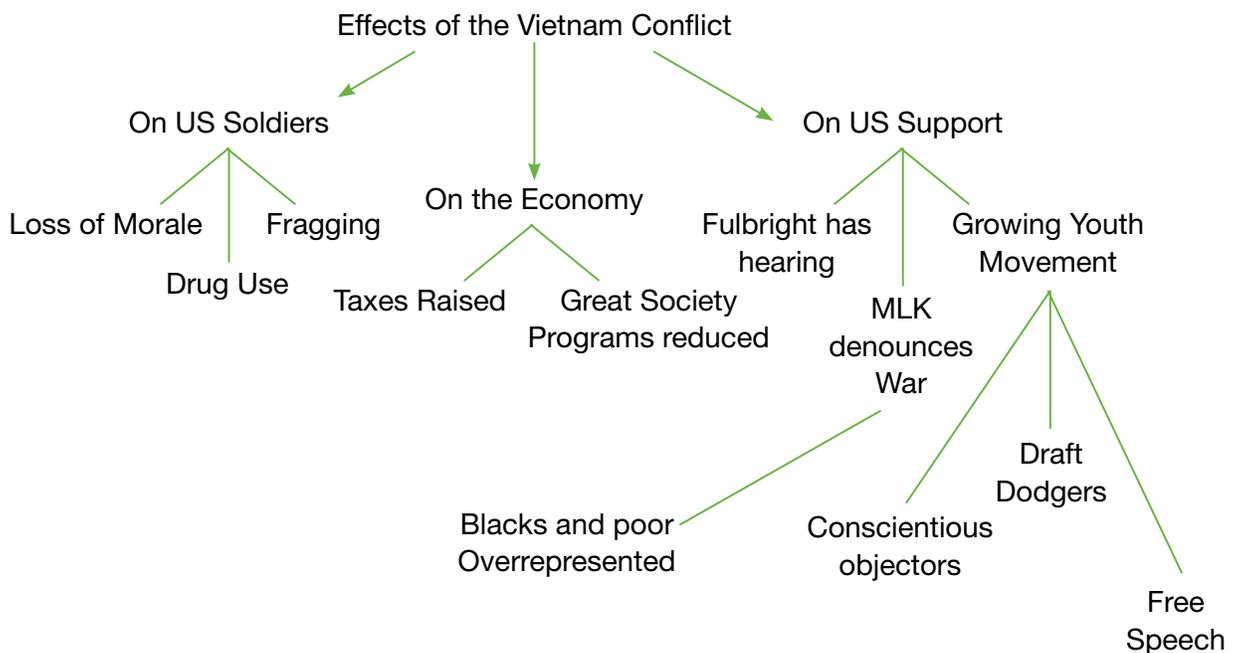
In this section, Danzer discusses the *effects* of the war on the US. With a partner, list the effects that Danzer discusses.

Possible answers:

- Loss of morale of soldiers, fragging, drug use.
- Nation's economy suffers → Unraveling of Johnson's domestic program → Johnson had to raise taxes and great society programs were reduced by \$6 billion.
- Beginning of dissent:
 - Hearing by William Fulbright 1966.
 - Conscientious objectors.
 - Draft-dodgers.
 - MLK's denouncement of war
 - Eighty percent coming from lower socioeconomic classes.
 - Larger proportion of African-Americans than in the population.
 - Growing youth movement – the New Left, SDS, Free Speech Movement.
 - Division of US population into Doves and Hawks, with numbers of Doves increasing.

At this point, you might ask students to make a concept map that includes the ideas above and shows their relationship. Allow students to work together and to be creative. Or you could create a concept map together as a group, especially if students are not familiar with concept maps. (Space is provided in academic notebook page 120.)

Possible concept map: Hierarchical



Section Four: 1968: A Tumultuous Year

Again, begin with open-ended questions then add the following if necessary:

1. Why was the Tet Offensive such a turning point in the war, according to Danzer? What effects of the Tet Offensive does he discuss?
2. 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?
3. 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?
4. 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?

For questions two, three and four, consider putting on the whiteboard, overhead, SmartBoard or chart, two columns: one for "Yes" and one for "No." As students provide evidence for their answers, write the evidence down in the correct column. (They should be answering, "Yes, because..." or "No, because...") When students have run out of reasons, discuss the weight of evidence.

Another possibility is to have students fill out the chart on their own first, then build a class chart once they have had time to look for evidence. In either case, students will need time to go back into the text to look for the evidence. Give students this time to read and think. One suggestion is to do number two together by providing some modeling for the class, then have students do number three in pairs or small groups and number four independently.

FROM THE STUDENT ACADEMIC NOTEBOOK p 121

Three questions for you 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 again Danzer's description of the 1968 Chicago Democratic Convention. 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. (Room provided for T-Charts.)

Discuss these two questions:

- After reading about the My Lai Massacre, what claim or claims can you make (about the Vietnam War in general, about its effect on soldiers, about its effect on public opinion)? What evidence in the text could support your claim? Is that evidence sufficient?
- What claims can you make from reading about the Pentagon Papers (about the Vietnam War in general, about its effect on public opinion)? What evidence in the text could support your claim? Is that evidence sufficient?

Assessment:

Outcome 2: Students will show through discussion and graphic organizers that they can think critically about the information in the chapter.

There are numerous opportunities to assess students' ability to think about information in this chapter as students answer the questions. For each section's debriefing, there is at least one product that can be assessed with a grade.

Moving Towards Conflict: After reading this section, students will answer in their academic notebook these questions, "Whose interpretation does this document support? What evidence is there in the document?"

US Involvement and Escalation: In this section, students make a graphic representation the reasons why the Vietnam War continued for such a long time.

Nation Divided: Students make a graphic organizer about the effects of the war.

1968: A Tumultuous Year: Students make a T-chart for questions two, three, and/or four.

	No	Some	Yes
Student uses evidence from text(s) in answer or graphic representation.			
Student's answer or graphic representation makes sense, given text information.			
Student's answer or graphic representation is thorough; major pieces of information are not ignored.			
Student shows evidence in answer or graphic representation that claim-evidence relationships are understood.			
Student shows evidence of critical thinking.			

Activity Five

Vocabulary (Approx. 20 minutes)

College and Career Readiness Standards: History/SS Reading– 4; Speaking and Listening– 1

If you are opting to move to Lesson 13 before reading *A Nation Divided* and *1968: A Tumultuous Year*, come back to this activity after lesson 13.

Add the discipline-specific words to the chart in the room and have students use three or four of these words in a talk-through with a partner. (One student reviews and without looking, explains the term while another student listens and provides feedback. Then students switch roles.)

Discuss any general academic words that have not already been discussed in debriefings and remain troublesome for students. Remember to have students use context clues, break words into meaningful parts and consult a glossary or dictionary, as necessary. As these are discussed, have students find those words in the text, circle or otherwise mark them and write a synonym or definition in the margin.

FROM THE STUDENT ACADEMIC NOTEBOOK p 122

Activity

5 Vocabulary

With what words are you still struggling? Write these below:

(space provided)

Possibilities:

plummeted	Meanwhile, Diem's popularity <i>plummeted</i> because of ongoing corruption and lack of land reform.
laced	In addition, the enemy <i>laced</i> the <i>terrain</i> with countless booby traps terrain and land mines.
elusiveness	Adding to the enemy's <i>elusiveness</i> was a network of elaborate tunnels that allowed the Vietcong to launch surprise attacks on American soldiers and then disappear quickly.
elusive	President Nixon won the election but the promised peace proved to be <i>elusive</i> .
attrition	Westmoreland's strategy for defeating the Vietcong was to destroy their morale through a war of <i>attrition</i> , or gradual wearing down of the enemy by continuous harassment.
flamboyant	Nguyen Cao Ky, a <i>flamboyant</i> air force general, led the government from 1965 to 1967... Ky, who wore bright military uniforms and a thin mustache...
deferments	In a sign of America's growing doubts about the Vietnam War, many young men sought <i>deferments</i> from the draft.
disproportionate	African Americans served in highly <i>disproportionate</i> numbers in Vietnam.

tumultuous	As it happened, McNamara’s resignation came on the threshold of the most <i>tumultuous</i> year of the sixties.
reverberated	The aftershock of the Tet Offensive <i>reverberated</i> throughout the United States.
impale	If ever the tiger pauses, the elephant will <i>impale</i> him on his mighty tusks.
repressive	Although he directed a brutal and <i>repressive</i> regime, Ho Chi Minh won regime popular support in the North...
appeaser	If I let the Communists take over South Vietnam,” Johnson said, “then... my nation would be seen as an <i>appeaser</i> ...
resilient	Deadly traps were just some of the obstacles that US troops faced in Vietnam as their attempt to defeat a <i>resilient</i> guerrilla army <i>evolved</i>
evolved	into a bloody <i>stalemate</i> .
stalemate	
deployment	The only possible response is the aggressive <i>deployment</i> of US troops.

FROM THE STUDENT ACADEMIC NOTEBOOK p 122

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

Assessment:

Outcome 3: Students will be able to explain discipline-specific concepts and the meanings of general academic words found in the chapter.

Students will show through their talk-throughs understanding of the discipline-specific vocabulary. Choose one or two of these words for students to explain on an exit slip.

Students will show their understanding of general academic vocabulary by their explanations of these words in their annotations, by the words they bring to the attention of the class as troublesome and by their discussion of words in class. Have students write the meanings of one or two of these words on an exit slip.

Activity Six

Returning to the Timeline (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 7; Speaking and Listening– 1

Ask students to return to the timeline in Lesson 10 (pages 106-109). Ask, 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 time that you would like to change or remove?

Make a point about significance. Remind students of previous discussions of significance. What makes something significant? How do historians determine what to leave in and what to leave out? Entertain students' answers and give them time to add information to the time line.

FROM THE STUDENT ACADEMIC NOTEBOOK p 123

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.

Assessment:

Outcome 4: Students will show their understanding of chronology and significance as they return to the timeline in Lesson 10.

Assess students' understanding by their discussions of what is missing, and what should be added, changed, or deleted. Also, give them points for altering the timeline to reflect what they read in the Vietnam chapter. Score one point for each valid entry a student added.

Activity Seven

Returning to the Timeline (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 6, 7, 9; History/SS, Science and Technical Writing– 10

Have students return to the essential questions in the academic notebook page 124. Ask students if there is anything they have found in this chapter or in other texts that addresses the essential questions. Give them time to return to Chapter 30 to identify at least one part of the chapter that addresses the question. Ask several students to read the parts to the class and explain why they provide evidence for an answer to the questions.

Ask students to refer to their annotations and to use the graphic organizer to record what they found in this chapter that addresses answers to the question (then engage in a five minute free-write).

FROM THE STUDENT ACADEMIC NOTEBOOK p 124

Activity

7 Returning to the Essential Questions

What did you learn that addresses 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 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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(space provided)

Assessment:

Outcome 5: Students will collect textual evidence that addresses the essential questions.

Review each student’s graphic organizer and reflection, looking for the following:

	No	Some	Yes
Student addresses each question.			
Student finds reasonable evidence from the text to address each question.			
Student’s reflection shows evidence of deep thinking.			

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Discussed the author(s) of the textbook.
2. Previewed Chapter 30 with students.
3. Reminded students of what they need to consider as they read and annotate the texts.
4. Assigned reading of the chapter sections.
5. Debriefed each section of the text, focusing on open-ended questions first.
6. Discussed troublesome general vocabulary words.
7. Had students talk through discipline-specific vocabulary.
8. Had students discuss what could be added, changed or removed in the timeline.
9. Had students consider the essential questions.

Lesson 12

Answering Document-Based Questions

Overview and Rationale:

In this lesson, students get practice in writing an essay after reading primary documents. Essays like these are referred to as document-based questions (DBQs), and are part of the Advanced Placement (AP) history exam. Because a high score on this exam in an AP history course can exempt high school students from introductory college history coursework, we consider the ability to engage in the type of analysis and writing as an important indication that students are ready for college. However, we do not intend for students to take the AP exam after this unit. The first time students are asked to engage in this activity, they will have to be taught how to plan the answer and write it. Thus, this lesson represents a step-by-step approach to the kind of writings expected, given the question and the documents. Later in this unit, students will get more practice in essay writing.

Tasks/Expected Outcomes:

1. Students will demonstrate their ability to interpret primary source documents.
2. Students will show their understanding of the Vietnam Conflict through their answers to a document-based question.
3. Students will demonstrate the ability to write an answer to a document-based question.

LDC Writing Task:

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.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

History/Social Studies, Science and Technical Subjects Standards: Writing

- 1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- 1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1e Provide a concluding statement or section that follows from and supports the argument presented.
- 2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 2 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills knowledge, skills, experiences, interests, and concerns.

2. Task Analysis

Ability to understand and explain the task’s prompt and rubric.

3. Project Planning

Ability to plan so that the task is accomplished on time.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

3. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

4. Relationship among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.)

5. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

6. Organizing Notes

Ability to organize notes in such a way that information can be synthesized across texts.

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

Skills Cluster 3: Transition to Writing

1. Evaluating a Document

Ability to use scoring criteria to identify weaknesses in a DBQ.

Skills Cluster 4: Writing

1. Initiation of Task

Ability to establish an overarching claim statement as the controlling idea.

2. Planning

Ability to develop an explanatory text structure.

3. Development

Ability to construct an initial draft that uses the explanatory text structure and to develop a line of thought that reflects explanatory texts.

4. Revision

Ability to use an explanatory text rubric to refine development of information, including line of thought, language usage, and tone as appropriate to audience and the cause/effect purpose.

5. Editing

Ability to apply editing strategies and presentation applications.

(www.literacydesigncollaborative.org)

Materials:

- “Declaration of Independence, Democratic Republic of Vietnam”
- Ho Chi Minh (Hanoi, 2 September 1945)
- “The Manifesto of The Laodong Party,” February, 1951
- Viet Cong Program, 1962
- “Program of the People’s Revolutionary Party of Vietnam,” January, 1962

Timeframe:

Approx. 125 minutes

Activity One

Orientation to the Task (Approx. 10 minutes)

College and Career Readiness Standards: History/SS Reading– 4, 9

Students will be reading three primary source documents to answer a document-based question in this lesson. In order to provide the best interpretation, students will need to think about the source and context of the documents. They can use what they have already learned from other reading to provide them with a context.

Let students read, “The Task” (page 126). Ask them to turn to a partner and talk through the task together, and then have them discuss what they will do as they read the documents and answer the question. While they are talking to each other, monitor their conversations.

FROM THE STUDENT ACADEMIC NOTEBOOK p 126

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?

Have students tell what kinds of information will be important as they read the documents. Help them break down the task by these kinds of information.

1. What audience is Ho Chi Minh appealing to in each document?
2. What is the tone of each document?
3. What is the historical context in which these documents appear? What is happening at that time?
4. What is Ho Chi Minh’s purpose in writing each document?
5. How does the language change from the first, to the second to the third document?
6. What does the language of each document reveal about Ho Chi Minh’s motivations and how they changed over time?
7. How does this context support your explanation of Ho Chi Minh’s motivations?

Ask students to construct a notes organizer to help them address the questions. Their reasonable ideas should be honored, but remind them of the kinds of organizers they have used in previous lessons. It will be useful for you to review these before teaching this lesson.

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? 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 Two

Reading the Documents (Approx. 40 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 4, 6, 7, 9; Speaking and Listening– 1, 2, 3

Have students read and annotate the documents and take notes in the organizer they devised. Later, have students discuss their organized notes in small groups.

Documents can be found in the student academic notebook pages 127-131.

Activity Three

Reviewing Sample DBQ Essays (Approx. 45 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 3, 4, 5, 6, 7, 8, 9; History/SS Writing– 9

Explain to students that DBQ essays are part of the AP exams and have a specific scoring guide. Review the scoring guide in the academic notebook (pages 138-139). Then, ask students to read the short documents A-G (pages 132-133) and review, with a partner, the two essays in the academic notebook pages 134-136, evaluate them using the scoring guide and answer the two questions in the academic notebook page 137. Study the examples of document-based essays (DBQ). Decide what you think makes a good essay. Then, review the rubric for a DBQ essay and evaluate the essay using the rubric.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 132-137

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 is 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 Americans 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 Americas 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.

FROM THE STUDENT ACADEMIC NOTEBOOK pp 138-139

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 Four

Writing the Essay (Approx. 30 minutes plus homework)

College and Career Readiness Standards: History/SS, Science and Technical Subjects Writing– 1a, 1c, 1d, 1e, 4, 5, 9; Speaking and Listening– 1, 2, 3

Have students write their claim and identify the evidence they will use to support it (page 140).

Give students time to write an initial draft (page 141). They can begin with their claim or thesis, their introductory paragraph, and an outline the rest of their essay. As they do this, circulate around the room to provide support as needed. (Space provided in academic notebook.) After students have planned the essay, have them write their first draft, then evaluate their draft using the rubric above. They can also use the rubric (pages 138-139) to do peer editing.

Give students time to edit their draft.

Provide students with feedback on their essays, and ask them to revise again (pages 143-144). At this point, they should be paying attention to issues such as spelling and grammar as well as content.

Assessments:

Outcome 1: Students will demonstrate their ability to interpret primary source documents.

Grade the annotations using the rubric students were given and the note organizer. The note organizer should: 1) show evidence from the documents, 2) provide evidence that the source and context was taken into account in the interpretation, 3) show a claim that can be inferred from the evidence, and 4) provide a distinct tie between the claim and the pieces of evidence used in the actual essay.

Outcome 2: Students will show their understanding of the Vietnam Conflict through their answers to a document-based question.

Outcome 3: Students will demonstrate the ability to write an essay.

- Essay

Use the same rubric as used for the DBQ. In addition, consider these points.

History Specific Essay Components	
Claim	Addresses prompt with a clear evidence-based claim.
Evidence	Textual evidence clearly supports the claim being made, and is accurately represented.
Presentation of evidence	Evidence is integrated into the essay in a way that makes sense. Each piece of evidence is presented with enough appropriate contextual information. Appropriate transitions between ideas are used.

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Had students read and discuss prompt, determining what they would have to know about each document.
2. Had students construct a notes organizer or use the example one.
3. Had students read the documents, annotate, and complete the notes organizer.
4. Had students read the example DBQ and answers, then discuss aspects of good essays.
5. In groups, had students score the two essays and discuss.
6. Provided time for students to write the claim, first paragraph, and outline for their essays.
7. Provided time for students to write their first drafts of their essays.
8. Had students share essays, evaluate according to the rubric, and revise.
9. Gave students feedback on their essays.
10. Gave students the opportunity to revise their essays one more time.

Lesson 13

Interpreting History and Writing an Argument

Overview and Rationale:

In this lesson, students get practice in interpreting history and writing arguments. They read primary and secondary sources, decide their position on a long-standing historical debate, and then explain that position using evidence from the documents. The lesson is different from a DBQ lesson because the texts are much longer, and there is a controversy in which students will weigh in. Students are also led to consider the way in which historians use evidence and embed quotes into their arguments.

Tasks/Expected Outcomes:

1. Students will demonstrate their ability to interpret primary and secondary source documents.
2. Students will show their understanding of the issues in the Gulf of Tonkin Incident through graphic organizers and discussion.
3. Students will demonstrate the ability to write a historical argument that takes a stand on a historical controversy and provides evidence to support the stand.

LDC Tasks:

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.

College and Career Readiness Standards (CCRS)

History/Social Studies Standards: Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

English Language Arts Speaking and Listening

- 1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

History/Social Studies, Science and Technical Subjects Standards: Writing

- 1 Write arguments focused on *discipline-specific content*.
 - 1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - 1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - 1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1e Provide a concluding statement or section that follows from or supports the argument presented.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.

Throughout this course, only grade 11-12 standards are used.

LDC

Skill and Ability List

Skills Cluster 1: Preparing for the Task

1. Bridging Conversation

Ability to connect the task and new content to the historical reading skills knowledge, skills, experiences, interests, and concerns.

2. Task Analysis

Ability to understand and explain the task's prompt and rubric.

3. Project Planning

Ability to plan so that the task is accomplished on time.

Skills Cluster 2: Reading Process

1. History Epistemology

Ability to read historical documents as evidence and to adopt historical epistemology that texts must be understood as perspectives rather than truth.

2. Close Reading

Ability to interpret portions of text with particular questions in mind that reflect historian inquiry, and to use self-regulation to engage in problem solving strategies to interpret text.

3. Sourcing/Contextualization

Ability to use knowledge of source information and the time period of the writing to help determine the perspective of the author and the purpose for writing.

4. Relationship among Events

Ability to determine relationships among events that show change over time such as chronology and causality, to distinguish significant from less significant events, and to categorize events using historical frameworks (political, social, economic, etc.).

5. Annotation/Note-taking

Ability to read purposefully and select information relative to the study of history; to summarize and/or paraphrase important historical information.

6. Organizing Notes

Ability to organize notes in such a way that information can be synthesized across texts.

7. Using Multiple Texts

Ability to engage in the interpretation of multiple texts, requiring comparison and contrast, synthesis, and analysis.

Skills Cluster 3: Transition to Writing

1. Bridging Conversation

Ability to discuss answers to identified questions and support answers with text evidence while discussing in small groups.

Skills Cluster 4: Writing Process

1. Initiation of Task

Ability to establish an overarching claim statement as the controlling idea.

2. Planning

Ability to develop an explanatory text structure.

3. Development

Ability to construct an initial draft that uses the explanatory text structure and to develop a line of thought that reflects explanatory texts.

4. Revision

Ability to use an explanatory text rubric to refine development of information, including line of thought, language usage, and tone as appropriate to audience and the cause/effect purpose.

5. Editing

Ability to apply editing strategies and presentation applications.

(www.literacydesigncollaborative.org)

Materials:

- “The Tonkin Gulf Crisis,” Gareth Porter
- “Fact or Fiction,” Douglas Pike
- “Secrets of the Vietnam War,” Philip B. Davidson
- “The Tonkin Gulf Resolution” from “LBJ and the Vietnam Conflict”
- “As I Saw It,” Dean Rusk
- “The Fog of War” Video
- Johnson’s Midnight Address Video
- “Senator Wayne Morris says No to Vietnam” Video
- McNamara phone call

Timeframe:

Approx. 210 minutes

Activity One

Reading the Documents (Approx. 100 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 4, 6, 7, 9; Speaking and Listening– 1, 2, 3

Have students read the documents and fill out the graphic organizers (pages 146-151) in pairs. Teacher Note - There is no graphic organizer in the academic notebook for “The Gulf of Tonkin Resolutin” reading in case you would like to use it as a whole class modeling of the reading assignment.

FROM THE STUDENT ACADEMIC NOTEBOOK

Activity

1 Reading the Documents

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 (the claim) to one of the questions.

	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 Tonkin Gulf Crisis,” by Gareth Porter						
“Fact or Fiction,” by Douglas Pike						
“Secrets of the Vietnam War,” by Philip Davidson						
“The Tonkin Gulf Resolution,” (textbook excerpt)						
“As I Saw It,” by Dean Rusk						
“The Fog of War,” video excerpt						
Wayne Morse Says No						
President Johnson’s Midnight Address to the American people (YouTube)						
Robert McNamara Phone Call						

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 Tonkin Gulf Incident through Congress and 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

(space provided)

Activity Two

After Reading the Documents (Approx. 30 minutes)

**College and Career Readiness Standards: History/SS Reading– 1, 4, 6, 7, 9;
Speaking and Listening– 1, 2, 3**

After students have read, written their notes in the organizers and come to an agreement with their partner, have each pair join another pair. The task of this new group of four is to share their decisions and evidence in an effort that allows them to come to a consensus about their answers on all three questions. If the four agree on an answer to a question, they should explain what they believe is the best evidence and why. If they disagree on a question, they should each provide their evidence and try to resolve their disagreement. Before beginning this exercise, remind students that their goal is not to win, but to come up with the most reasonable answer, given the evidence. Therefore, they should be willing to listen open-mindedly to the other side, be respectful, and be willing to change their minds, given better evidence.

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.

If students cannot come to an agreement, or if there is just one hold out, that is okay. Tell students they can always have a minority or alternate opinion, and when they get a chance to write their ideas, their essays do not have to reflect the ideas of the group.

When students have finished that discussion, open the discussion to the whole class. Ask for a report out from each group. Have each group pick a spokesperson for each question. The spokesperson should pick the top two pieces of evidence that support their opinion. This limit will keep the discussion sufficiently truncated.

After the discussion, consider asking students these questions:

1. How did you rate the credibility of the various documents? Which were the most credible? The least credible? Why did you rate them that way?

(Note: Not all students understand the difference between a self-published book and one that is published by a reputable publisher, or the difference between a newspaper like *The New York Times* and a *small town local paper*, and what an *editorial page* offers versus a news page. These ideas should be discussed.)
2. Several authors or speakers were there at the time of the incident. Robert McNamara was Secretary of Defense, Dean Rusk was Secretary of State, Philip Davidson was serving in Vietnam at the time. What is the impact of “being there” on one’s credibility?

(Note: Students often say that being there makes one credible, not considering the impact of one's perspective and that in reporting events, those who have something to hide or gain may not be entirely truthful. Talking through these ideas can be helpful to students.)

3. What agreements and disagreements did you notice across the documents? What excerpts from these documents show agreement or disagreement?
4. Looking at the ways these documents were “published,” what publication outlets seem credible to you? Why?
5. Return to the Philip Davidson document. What does he do to structure his argument? (He presents the other side or the counter-argument then attempts to refute it.) Is this kind of argument persuasive? Why or why not?

(Davidson uses structure in a way that subtly obscures some of the evidence. For example, he starts with a very strong statement, calling it a myth that the event never happened, but only presents reasonable evidence for August 2nd and acknowledges that nobody really knows what happened on the 4th. But the reported attack on August 2nd was ignored by Johnson, meaning that only the August 4th attack was the issue. Davidson's evidence mainly serves to bolster the argument that the US did not provoke the attack. Davidson ends with a strong restatement of his earlier contention. His refutational style makes his argument seem fair [like he is looking at the other side and considering the facts]. Sometimes readers are confused by this structure, tending to think that whatever he says that agrees with their view is his view, even if it was the straw man. In addition, he uses a quote from Captain Herrick that does not really address the issue of what happened on August 4, but discusses the consequences. Return to this document and have students list the moves that Davidson makes in this argument. They would then be in a better position to analyze and evaluate it.)

6. Dean Rusk discusses Johnson's motivations for seeking the Tonkin Gulf resolution. Does his discussion agree or disagree with other things you have read?
7. Looking at one of the documents just read, choose the most important sentence in it and explain why it is so important.

(Consider dividing the documents up between the members of your class, so two or three students are picking a sentence from each of the documents. You could first have the students who have gone to the same document talk together about their choices, then have some students share their choices and reasoning with the entire class. This exercise helps students to dig into the texts at the word level to carefully consider issues of word choice, tone, and word meaning, ultimately leading to a better understanding of author perspective.)

Activity Three

After Reading the Documents (Approx. 30 minutes)

College and Career Readiness Standards: History/SS Reading– 1, 4; History/SS, Science and Technical Subjects Writing– 1c; 1d, 2b, 2c, 5, 9

Have students choose one of the questions to answer, then plan and write an argument that makes a claim (answering the question) and supports the claim with evidence from their readings (including the Danzer chapter). Students are to imagine they are writing an essay for a history website on the Gulf of Tonkin Incident that will be read by other students. Before beginning, help students learn how to use quotes and embed evidence in their essays.

Ask students to read the excerpts of an argument in their academic notebook page 167.

FROM THE STUDENT ACADEMIC NOTEBOOK p 167

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?

(space provided)

Ask students to notice how this writer inserts evidence into his work and includes quotes. These embedded pieces are contextualized. That is, the reason for including them is evident in the way they are introduced.

“Published in May 1964, the estimate again demonstrates that...”

(“Again” tells me that the evidence about to be explained is another piece of evidence pointing to a familiar contention, and so is corroborative.)

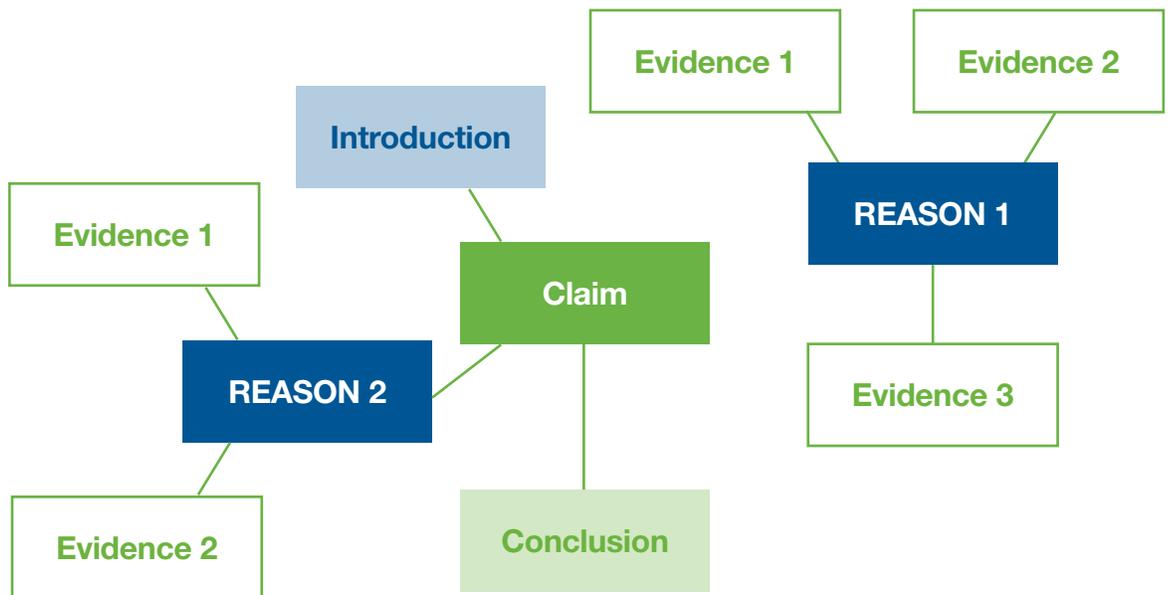
“American pilots...told the same story. Commander James B. Stockdale, who led this flight of jets...”

(“Same” tells me that the testimony of American pilots corroborates other reports. The description of Stockdale, as the pilot who led the flight of jets, shows that the information probably is credible.)

If you have some particular conventions that you want students to use when they embed quotes or other evidence, share with students at this time.

Otherwise, ask them to think about why they are using particular pieces of evidence and showing that reasoning in their writing. They should not simply drop in a quote or a piece of evidence without providing some reasoning.

Give students time to plan their essays. They should write their claim, then consider the argument they will make in support of the claim. Writing an outline or a jot list or making a concept map are all reasonable ways to plan for an essay, and consider encouraging students to use whatever strategies work for them or use a format that you have used before successfully.



As students are planning their essays, circulate around the room to provide support (without being too directive). Use this time as an opportunity to assess how well students understand the task.

Activity Four

Writing the Argument (Approx. 50 minutes plus homework)

College and Career Readiness Standards: History/SS, Science and Technical Subjects Writing– 1, 1a, 1b, 1c, 1d, 1e, 4, 5, 8, 9

Provide time in class to write the argument (pages 169-170). Students who take longer and do not finish should be able to complete their work at home.

When they have finished, have them use the rubric (page 171). Or consider, depending upon how well your class works together, having students switch their essays with a partner and having the partners evaluate each other’s essays using the rubric. Based upon their evaluations, students should rewrite their essays before submission.

Outcomes 1-3

1. Students will demonstrate their ability to interpret primary and secondary source documents.
2. Students will show their understanding of the issues in the Gulf of Tonkin Incident through graphic organizers and discussion.
3. Students will demonstrate the ability to write a historical argument that takes a stand on a historical controversy and provides evident to support the stand.

Assessment

Use the scoring rubric to assess the student essay (page 171).

FROM THE STUDENT ACADEMIC NOTEBOOK p 169

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.

(space provided)

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.

**Teacher
Checklist**

Use this list to ensure that you have completed all of the lesson components. I . . .

1. Had students read and discuss the task, determining what they will have to know about each document.
2. Helped students understand the graphic organizers, their use and why they are important.
3. Had students read the documents, annotate, and complete the graphic organizers in pairs
4. Had pairs join other pairs to come to consensus, then “report out” from the groups and a whole class discussion.
5. Asked students follow-up questions, as appropriate, given discussion.
6. Had students reflect on how to embed evidence and use quotes in essays.
7. Provided time for students to plan and write their essays.
8. Had students evaluate their own or a partner’s essay.
9. Provided students time to rewrite their essays.

Unit 2

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Lesson 1

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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

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

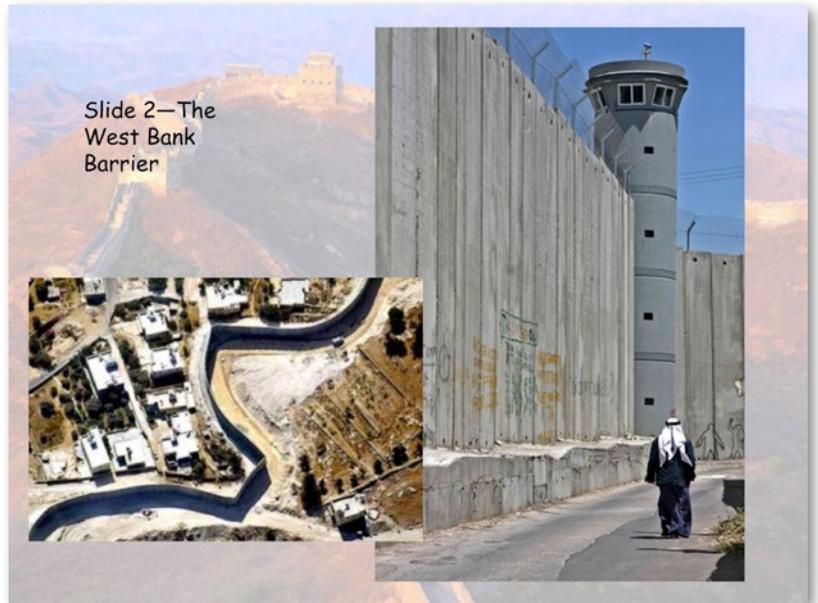
1. What is your overall impression of the subject matter? What is your background knowledge?

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

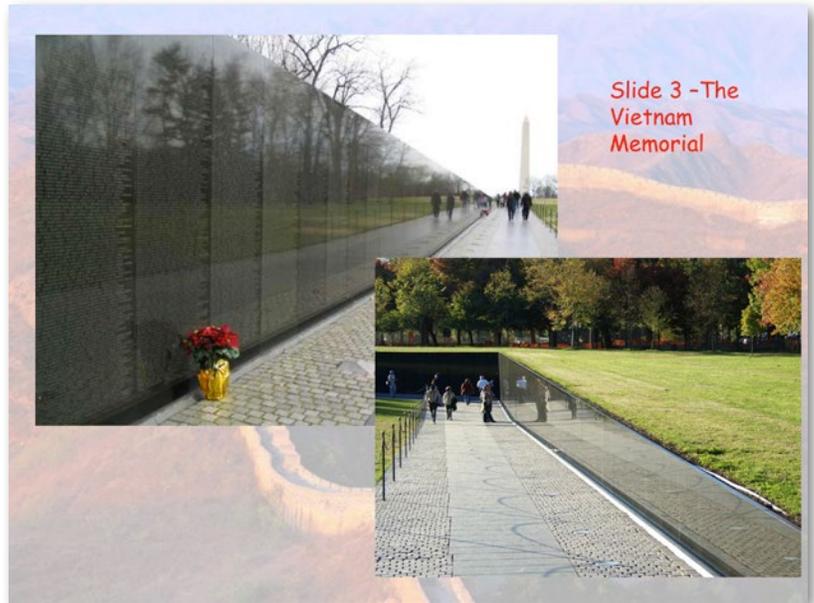
1. What is your overall impression of the subject matter? What is your background knowledge?

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

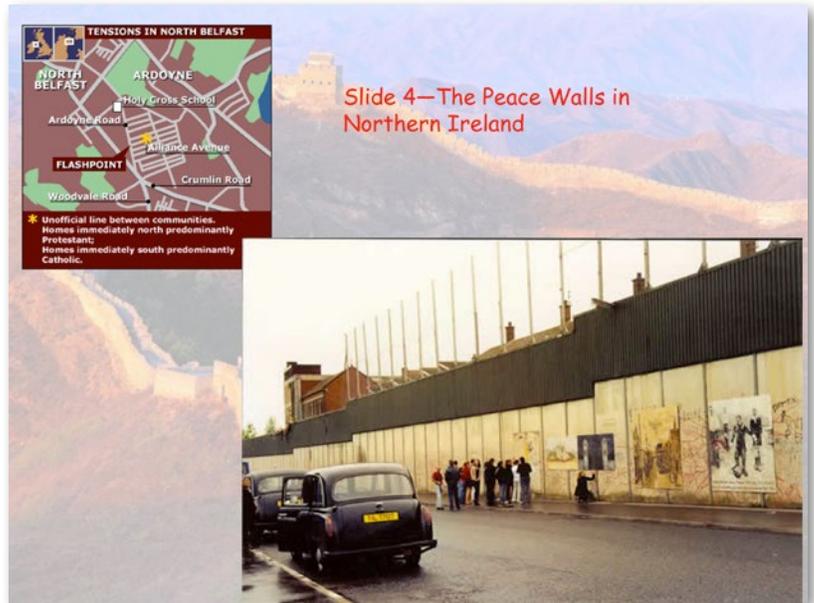
1. What is your overall impression of the subject matter? What is your background knowledge?

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

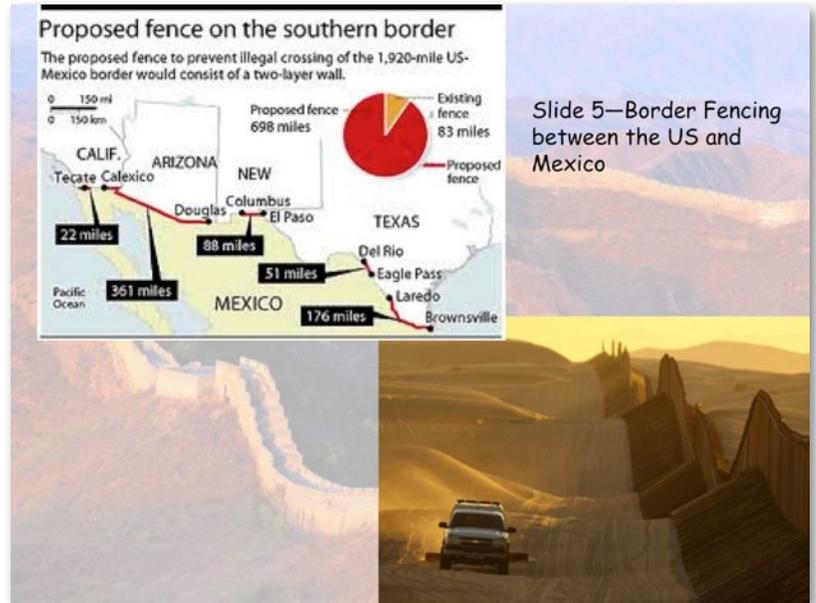
1. What is your overall impression of the subject matter? What is your background knowledge?

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

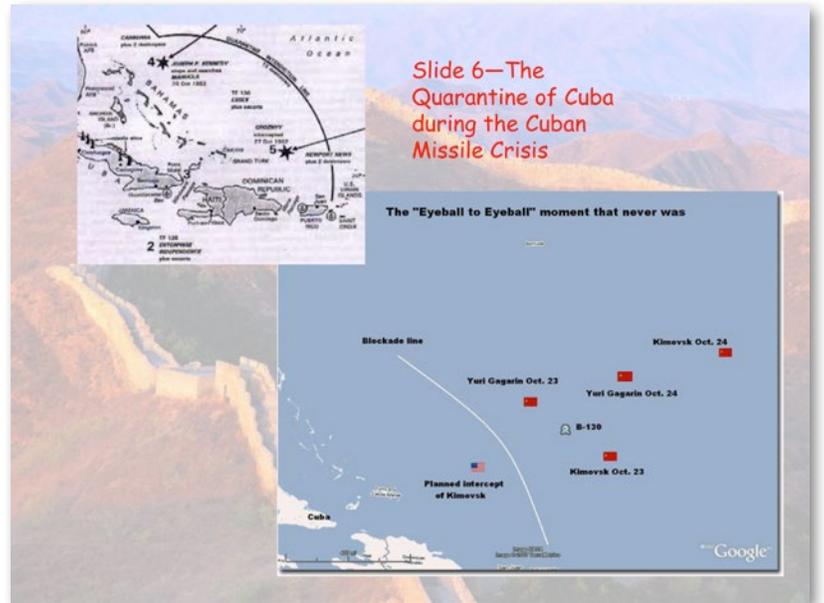
1. What is your overall impression of the subject matter? What is your background knowledge?

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

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		

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

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

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: _____

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:	
<p style="text-align: center;">Slow ————— Fast</p> <p style="text-align: center;">Negative ————— Positive</p> <p style="text-align: center;">Weak ————— Strong</p>	

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	

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	

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	

Word:	Rate my understanding + or -
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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.

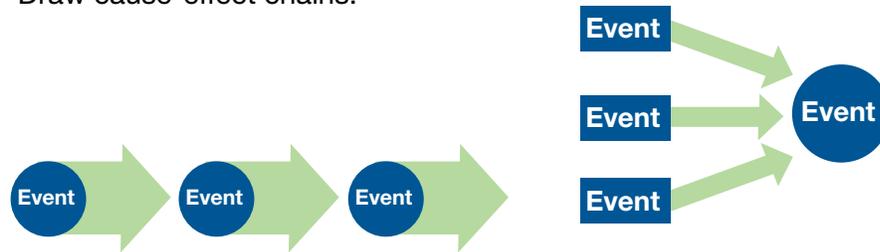
Economic: includes agricultural and pastoral production, money, taxes, trade and commerce, labor systems, guilds, capitalism, industrialization and how the economic decisions of leaders affected the society.

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

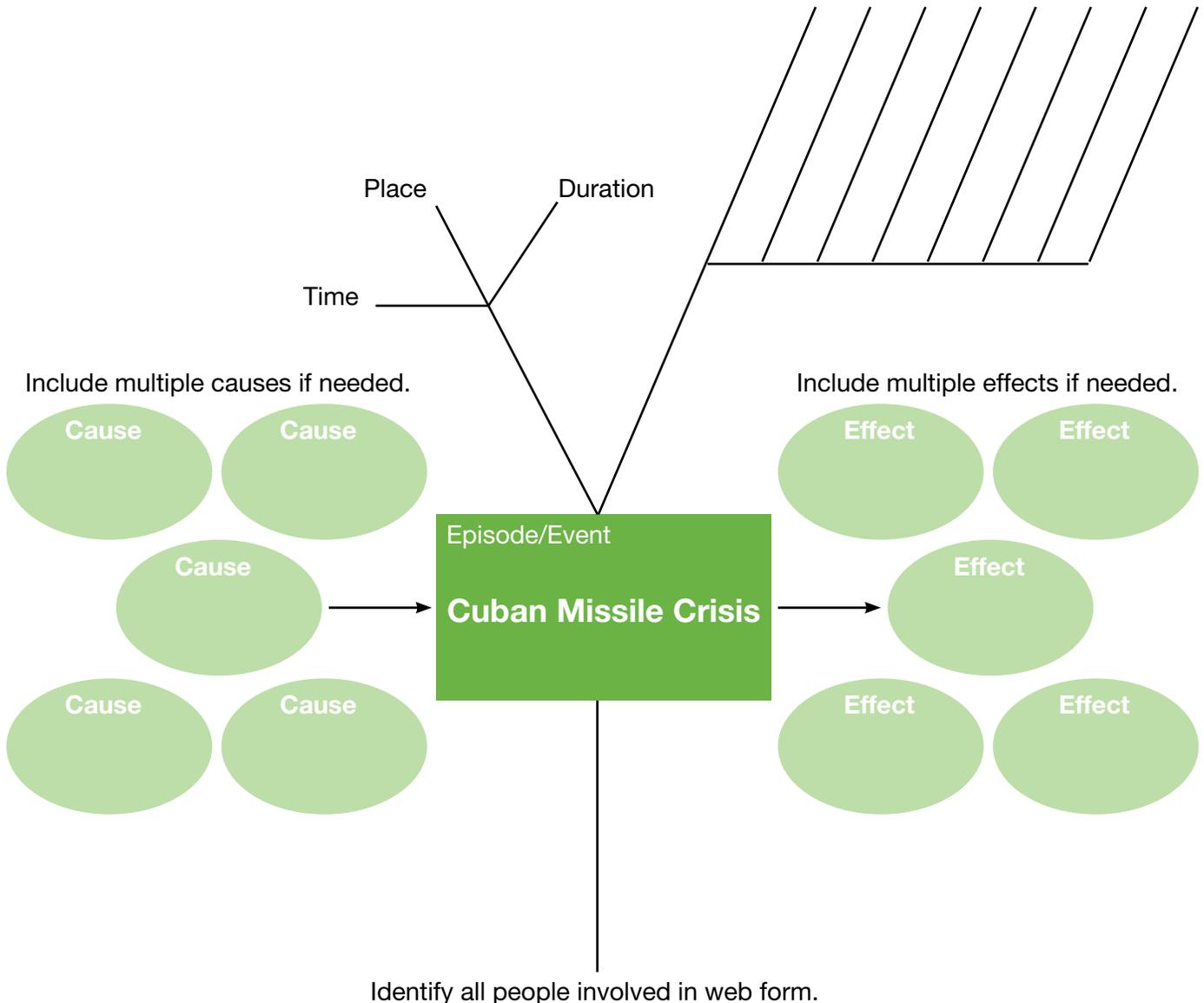
5 Combining Lecture and Text

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.



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. This 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?				

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>.

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:

A large rectangular area with horizontal green lines, intended for student writing. The lines are evenly spaced and extend across the width of the page, providing a guide for handwriting.

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>
---	--	--

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

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? (Circle 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

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

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>
---	---	--

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 _____

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.

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:

A large rectangular area with a green border, containing 25 horizontal green lines for writing. The lines are evenly spaced and extend across the width of the page, providing a space for students to answer document-based questions.

A large rectangular area with a green border and horizontal green lines, intended for writing answers. The area is empty and occupies most of the page.

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 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 rectangular area with a green border, containing 25 horizontal green lines for writing. The lines are evenly spaced and extend across the width of the page, providing a template for a student's response.

A large rectangular area with a green border, containing 25 horizontal green lines for writing. The lines are evenly spaced and extend across the width of the page.

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.

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