

## Protesting the Vietnam War

**Designed by:** Jeffrey May

**Content Area:** U.S. History

**Grade Level Options:** 11

**Summary of Lesson:** In this lesson students will examine different methods of protest and counter-protest that took place during the Vietnam War. Using videos along with letters to the Governor concerning the war, students will analyze the accuracy of the information provided in the protests and the effectiveness of the method of protest.

**Resources Needed:**

[Resource 1: James E. Crow Letter](#)

[Resource 2: Student Telegram](#)

[Resource 3: Student Letter](#)

[Resource 4: VFW Letter](#)

Access to Internet is Needed

## Desired Results

What students will know, do, and understand

### Delaware Content Standards:

- **History Two 9-12b:** Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations. Essential for Grade 11

### Lesson Essential Question:

- When examining historical protests, why is it important to distinguish between fact and interpretation?

## Learning Plan

### Instructional Strategies

#### Strategy One: Gathering Information Graphic Organizer

Have students work in groups of 2-3 to recall examples of public protests in American history and also, perhaps, today. Students might list such protests as the Boston Tea Party, the abolitionist movement, the women's suffrage movement, Black Lives Matter, etc.

Have students create a google doc using the graphic organizer template below. Students will collaborate to complete the graphic organizer.

<b>Example of a Public Protest</b>	<b>Motivation for the Protest</b>	<b>Successful?</b>

Ask students to think about what motivated these protest movements and to what extent they were or were not successful in achieving their goals. Add this information to the graphic organizer. Students should be prepared to share out why they believe the protests were successful or not. Students should support their positions with examples from historical outcomes of protests.

### **Strategy Two: Gathering Information Direct Teaching**

Students will gain historical background on the U.S. involvement in the Vietnam War and protest movements of the Vietnam Era.

Student handout from PBS lesson plans:

*The Vietnam War*

[https://d43fweuh3sg51.cloudfront.net/media/media\\_files/7458fbb7-cafd-476f-883a-90633429f08b/9389b5aa-e4c6-4f0d-aae0-117378a51b7c.pdf](https://d43fweuh3sg51.cloudfront.net/media/media_files/7458fbb7-cafd-476f-883a-90633429f08b/9389b5aa-e4c6-4f0d-aae0-117378a51b7c.pdf)

Entire class watch this video clip:

*JFK Confronts Communism*

<https://why.pbslearningmedia.org/resource/9269475a-8ec3-44d5-abff-26123aad7a5e/jfk-confronts-communism-video-ken-burns-lynn-novick-the-vietnam-war/>

Students will then work in preassigned groups to complete handout. Students share out.

Students will watch this History Channel video:

*Sound Smart: Vietnam War Protests*

[https://www.youtube.com/watch?v=G3sInPIh\\_oU](https://www.youtube.com/watch?v=G3sInPIh_oU)

Have students record in notes or google docs: key dates and events mentioned in video.

Students then break into preassigned collaborative groups and watch one of the following seven videos:

*Growing American Presence in Vietnam*

<https://why.pbslearningmedia.org/resource/7dabf981-5ca8-4a27-8b5d-9cf8e65c11ee/growing-american-presence-in-vietnam-video-ken-burns-lynn-novick-the-vietnam-war/en/#.XecVZC2ZPox>

*Conflicting Visions for an Independent Vietnam and a Life of Uncertainty*

<https://why.pbslearningmedia.org/resource/e433d777-c59a-451f-a958-693101de4568/conflicting-visions-independent-vietnam-life-of-uncertainty-video-ken-burns-lynn-novick-the-vietnam-war/>

*Cold War Ideology*

<https://why.pbslearningmedia.org/resource/a9005c2e-107f-43e1-91c8-b08cd14ffe90/cold-war-ideology-ken-burns-lynn-novick-the-vietnam-war/>

*Anthems of the Counter-Culture*

<https://why.pbslearningmedia.org/resource/21bc289c-770a-4bb6-9ad0-80a6d5294c64/anthems-of-the-counter-culture-video-ken-burns-lynn-novick-the-vietnam-war/>

***Sensitive: The following resource contains material that may be sensitive for some students. Teachers should exercise discretion in evaluating whether this resource is suitable for their class.***

*The Whole World is Watching: Violence in the Streets of Chicago*

<https://why.pbslearningmedia.org/resource/d6d13ec8-dcfa-4965-ab66-893977bd9315/the-whole-world-is-watching-video-ken-burns-lynn-novick-the-vietnam-war/>

*Promise of Turmoil and Threat of Violence: The 1968 Democratic National Convention*

<https://why.pbslearningmedia.org/resource/87bc23ef-db48-4957-a878-f4e3f1c307f5/the-1968-democratic-national-convention-video-ken-burns-lynn-novick-the-vietnam-war/>

***Sensitive: The following resource contains material that may be sensitive for some students. Teachers should exercise discretion in evaluating whether this resource is suitable for their class.***

*Delegates and Demonstrators*

<https://why.pbslearningmedia.org/resource/161b73cd-8e6a-4540-a5a0-14d0d6fc0e6c/delegates-and-demonstrators-video-ken-burns-lynn-novick-the-vietnam-war/>

After student groups have viewed their videos, each group member should write a short summary of the video. Groups should collaborate to present a group summary on class google doc or poster paper.

Alternate/supplemental activity:

Students read this opinion article in groups of four. Each student reads one of the four stages of the anti-war movement: <https://www.nytimes.com/2017/10/24/opinion/vietnam-antiwar-movement.html>.

Students summarize their stage and create a google doc to summarize each of the four stages the author describes.

### **Strategy Three: Extending and Refining Think-Pair-Share**

Distribute Resource 1: [James E. Crow](#) and Resource 2: [Student Telegram](#) documents to half the class and the Resource 3: [Student Letter](#) and Resource 4: [VFW Letter](#) to the other half. Instruct students to analyze the documents using either the Primary Document Analysis Worksheets (below) or create a google doc. Have students share their answers.

Conduct a Think-Pair-Share in which students consider why the documents have different views on the same issue. Emphasize the background of the authors. What can students infer from American society at this time from these documents?

### **Strategy Four: Application**

Instruct students to investigate the actions of a specific Civil Rights, New Left, or Women's Liberation group. Students could choose from: NOW, CORE, SCLC, SNCC, SDS, CORE, Black Panthers, Hippies, Yippies.

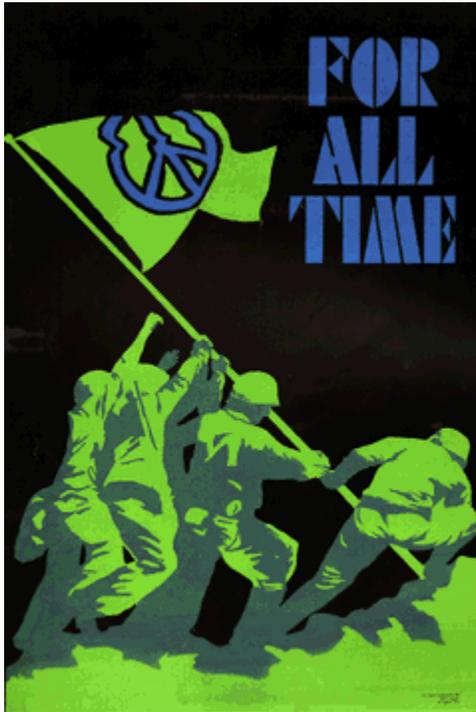
After researching their group, answer:

- 1) Were they successful in achieving their goals? How? Why or why not?
- 2) How might the group you investigated approach achieving their goals today? Would they organize their members in the same way? What could they do to be the most effective in getting their message out?

## Assessment Evidence

Evidence that will be collected to determine whether or not the desired results are achieved

How does this poster demonstrate an interpretation of protests during the Vietnam War? Why is it important to distinguish between fact and interpretation?



[http://www2.iath.virginia.edu/sixties/HTML\\_docs/Exhibits/Track16/for\\_all\\_time.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Exhibits/Track16/for_all_time.html)

## Primary Document Analysis Chart

	Draft Registration Questionnaire	Registratio n Regulation s	Civil Draft Records: Exemptions and Enrollments	The Vietnam Lotteries
What is the purpose of the document? Who is the intended audience?				
What information is being presented?				
Summarize the content of the document. List one important quote from the reading.				