Vietnam: Lessons of a Lost War

INTRODUCTION TO THE AIMS TEACHING MODULE (ATM)

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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2, INTRODUCING THIS ATM will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3, PREPARATION FOR VIEWING provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4, AFTER VIEWING THE PROGRAM provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

Critical Thinking

Critical Thinking activities are designed to stimulate learners’ own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

Link to the World

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL
AIMS MULTIMEDIA
PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
OBJECTIVES

To describe the four major turning points for U.S. involvement in the Vietnam War.

To explain how incidents in the Gulf of Tonkin led to the passing of the Tonkin Gulf Resolution and the beginning of U.S. bombing of North Vietnam.

To understand how the Tonkin Gulf Resolution allowed the President to escalate the war without telling the American people or debating the issues in Congress.

To recognize that the United States focused on fighting the Viet Cong guerrillas, although the conventional war waged by the North Vietnamese Army was a bigger threat.

To understand how the Tet Offensive led eventually to U.S. withdrawal from the war, even though North Vietnam suffered such heavy losses during Tet that it could not have gone on.

THEMES

The major themes in Vietnam: Lessons of a Lost War are causes and effects of the war in Vietnam, how the war changed both the United States and Vietnam, and conflicts and resolutions. Related themes include regions of the world, the interaction of people with their environment, movements of people, and the physical change of land.

OVERVIEW

This program highlights four important turning points of the war in Vietnam: the incidents in the Gulf of Tonkin during August 1964, the secret escalation of the war that began in 1965, the lack of a sensible U.S. military strategy, and finally, the Tet Offensive in February 1968.

On August 2, 1964, American ships in the Gulf of Tonkin are attacked. The United States does not retaliate. Then on August 4, U.S. ships again appear to be attacked. But the attack turns out to be confusing radar signals. Nonetheless, President Johnson uses this “attack” to get the Tonkin Resolution passed. The Resolution allows Johnson power to escalate the war without actually declaring war or telling the American people what he is doing. The United States begins bombing North Vietnam.

In 1965, the war escalates: Johnson commits ground combat troops to Vietnam. Defense Secretary Robert McNamara masterminds the escalation. But by late 1965, McNamara has private doubts about the escalation and begins trying to change the President’s mind about the war. He fails. The war escalates. Finally in February 1968, McNamara resigns.

Some analysts think the United States fought the wrong enemy in Vietnam. Instead of fighting Viet Cong guerrillas in rice paddies, the United States should have focused on the North Vietnamese Army. The Vietnam War did not end because the guerrillas succeeded. The war ended because the North Vietnamese Army attacked South Vietnam. The guerrilla war was secondary to the conventional war fought by the North Vietnamese.

Finally, even though the United States Army wins just about every battle in Vietnam, it loses the war. The Tet Offensive is the beginning of the end for the United States. In February 1968, the North Vietnamese launch the Tet Offensive, an attack against more than 30 South Vietnamese cities. Americans recoil from the endless brutality of this war. Even though North Vietnam suffers much heavier losses than the United States, the American media claims the U.S. is losing the war. President Johnson does not run for a second term. Over the next five years Nixon withdraws American troops. Two years later South Vietnam falls to the North Vietnamese communists. The United States loses its first war.
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

To prepare students for Vietnam: Lessons of a Lost War, ask volunteers to discuss what they know about the Vietnam War. Let volunteers with family members who fought in the war or who demonstrated against the war tell their stories.

Ask students to list ideas on the board about why the United States has entered wars throughout its history. Then have them list reasons the United States may have had for entering this war.

INTRODUCTION TO VOCABULARY

To ensure that all students understand basic vocabulary and concepts used in Vietnam: Lessons of a Lost War, create a table on the board with the headings United States and North Vietnam. Then have students place each of the following terms underneath the country with which it was aligned: Viet Cong, communists, North Vietnamese Army, South Vietnam, insurgents, counterinsurgents, Hanoi, Saigon.

You may want to explain that the insurgents were the South Vietnamese guerrillas, aligned with North Vietnam, who fought against the United States. The counterinsurgents were American troops.

For students learning English, you may want to show maps from textbooks of North and South Vietnam.

DISCUSSION IDEAS

Lead students in a discussion of the war in Vietnam. Have them talk about how many battles they think the United States actually won. Ask: Who won the war? Why?
List ideas on the board.

FOCUS

Before viewing the program, have students jot down several questions they have about U.S. involvement in the Vietnam war. Encourage them to formulate answers to these questions based on what they learn in Vietnam: Lessons of a Lost War.

After viewing, have students jot down reasons the U.S. entered the war, how many battles the United States won, and the eventual outcome of the war.

If, after viewing the program, students have additional questions or ideas, encourage them to find the answers to these on their own and share their findings with the class.
JUMP RIGHT IN

HOW TO USE THE VIETNAM: LESSONS OF A LOST WAR AIMS TEACHING MODULE

Preparation

Read Vietnam: Lessons of a Lost War Themes, Overview, and Objectives to become familiar with program content and expectations.

Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing VIETNAM: LESSONS OF A LOST WAR

Set up viewing monitor so that all students have a clear view.

Depending on your classroom size and learning range, you may choose to have students view Vietnam: Lessons of a Lost War together or in small groups.

Some students may benefit from viewing the video more than one time.

After Viewing VIETNAM: LESSONS OF A LOST WAR

Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Cultural Awareness

In this program, a writer for the New York Times calls the Viet Cong “pajama-clad guerrillas.” What does this statement indicate about U.S. understanding of the Viet Cong? How could statements like this have led American political leaders to underestimate the Viet Cong? How might loose, lightweight clothing have been advantageous to fighters in hot, humid jungles of Vietnam?

Meeting Individual Needs

Have pairs of students work together to draw a map of North and South Vietnam as it looked in the 1960s. Then have them copy the vocabulary terms from Introduction to Vocabulary and draw a line from each term to the nation it goes with.

Writing

Have students conduct research and then write a biography of Ngo Dinh Diem. Why did many South Vietnamese citizens dislike him? How effective was his government? Who benefited most under his rule? least? Do you think the United States should have supported such an unpopular government? Why or why not?

Hands-on Activity

Have interested students interview someone in your community with ties to Vietnam. Have students find out what the Vietnamese people do for a living, what the climate is like, and ways in which the United States is different from or similar to Vietnam. Invite students to present their most important findings to the class.

Extended Activity

Have students watch a movie or read a novel about the war in Vietnam. Then have students analyze the filmmaker’s or author’s viewpoint and respond to these questions: How does the filmmaker or writer feel about the war? How can you tell? Do you agree or disagree with this viewpoint? Why?
In the Newsroom

Have students prepare a television news broadcast about the Tet Offensive. Students will need to write and deliver a broadcast that captures the horror and factual details of the event. They may want to create find photographs of the event to enhance the presentation.

Link to the World

After the war in Vietnam, much of Vietnam and Southeast Asia was devastated. Many people were forced to flee. Have students conduct research using almanacs or other sources to find out in which nations these people now live. How is life today different for people who left Vietnam than it is for people who stayed behind?

Connection to Health

The United States sprayed chemical defoliants, such as Agent Orange, on the jungles of Vietnam. Have students research and report on the effects of the spraying on U.S. soldiers, Vietnamese citizens, and the environment. Encourage students to find and display photographs that show the effects of the spraying.

Critical Thinking

Have small groups of students debate the pros and cons of withdrawing U.S. troops from Vietnam after the Tet Offensive. What reasons existed for not withdrawing? for withdrawing?

Culminating Activity

Arrange the class into four groups. Have each group investigate in depth one aspect of the Vietnam War discussed in this program (the Tonkin Gulf incident including the Tonkin Gulf Resolution, how and why the war escalated, U.S. military strategy in Vietnam, or the Tet Offensive). Then have each group prepare a report with posters or charts about their findings. Have groups present their reports in sequence.
VOCABULARY

The vocabulary words below are from Vietnam: Lessons of a Lost War. Use each word below in a sentence that shows you understand its significance to the Vietnam War.

1. Viet Cong

2. Gulf of Tonkin

3. Hanoi

4. Saigon

5. counterinsurgent

6. Lyndon Johnson

7. Robert McNamara

8. Tao Chung

9. Tonkin Resolution

10. Tet Offensive
CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense.

1. ______________________________ is a Vietnamese doctrine of revolutionary struggle that believers will die for.

2. On August 2 and 4, incidents occurred in the ______________________________ that led to the beginning of U.S. bombing raids on Vietnam.

3. ______________________________ is the capital of North Vietnam.

4. During the Vietnam War, ______________________________ was the capital of South Vietnam.

5. U.S. Secretary of Defense ______________________________ at first encouraged President Johnson to send more troops to Vietnam.

6. The ______________________________ was a series of attacks by the North Vietnamese on urban targets in South Vietnam.

7. Communist rebels in South Vietnam were called the ______________________________.

8. The Viet Cong and the North Vietnamese were backed by these nations: ______________________________.

9. The South Vietnamese were backed by this nation: ______________________________.

10. The Viet Cong wanted a ______________________________ government for South Vietnam.

WORD BANK

- communist
- Hanoi
- Robert McNamara
- Saigon
- Tao Chung
- Tet Offensive
- The United States
- The USSR and China
- Tonkin Gulf
- Viet Cong
TIMELINE OF THE WAR

Below is a timeline of the Vietnam War. List some important events that occurred during each of the years listed below.

1964  Gulf of Tonkin incidents, Tonkin Gulf Resolution

1965  ________________________________________________________________

1966  ________________________________________________________________

1967  ________________________________________________________________

1968  Robert McNamara resigns.

1969  ________________________________________________________________

1970  ________________________________________________________________

1971  ________________________________________________________________

1972  ________________________________________________________________

1973  ________________________________________________________________

1974  ________________________________________________________________

1975  Saigon falls to the North Vietnamese.

1976  ________________________________________________________________
SOEAST ASIA

In the space below, fill in the map of Southeast Asia as it looked during the Vietnam War. Label North and South Vietnam, China, Laos, Cambodia, the Gulf of Tonkin, Hanoi, and Saigon. When you are finished, answer the questions at the bottom of the page.

1. How close is China to Vietnam? _______________________

2. How might the closeness of China to Vietnam have given support to the domino theory?
   ____________________________________________________________________________
   ____________________________________________________________________________

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**TONKIN GULF RESOLUTION**

Congress passed the Tonkin Gulf Resolution in 1964. Later it repealed this act. In the space below, list reasons for and against giving the President of the United States the power to send combat troops to war without debating the issues in Congress or with the American people. Then write a paragraph stating whether or not you think the Tonkin Gulf Resolution should have been repealed and why.

*Why the Tonkin Gulf Resolution should have been passed:*

1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________
4. ______________________________________________________________________________

*Why the Tonkin Gulf Resolution should not have been passed:*

1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________
4. ______________________________________________________________________________

*My opinion: _________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
U.S. TROOPS IN VIETNAM

After 1964, the United States escalated the war in Vietnam by sending in more and more troops. Find out how many American troops were sent to Vietnam from 1964 to 1973. Then create a bar graph below to graphically display your results.
CRITICAL THINKING: THE TET OFFENSIVE

Think about how the outcome of the Vietnam War could have been different if the U.S. media and U.S. citizens felt that the Tet Offensive had been successfully halted as President Johnson claimed. Since we now know that the North Vietnamese probably could not have continued fighting after Tet, do you think the outcome of the war would have been much different? Write about your ideas in the space below.

______________________________________________________________________________
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CHECKING VOCABULARY

Hidden in the chart below are 15 terms relating to the Vietnam War. The letters of these words may be arranged horizontally, vertically, or diagonally, either spelled forward or backward. Find and circle these 15 terms.

T M O E B C C O A L L I R R E U G E
O C X O A K I N T U P S M E 1 N D A
N R O X G E R T E S C I N H A N O I
K S A U E Y N A A E T S L I N A L N
I E A X N M I T B O M B I N G R G E
N V M C T T R R E R C L I I U L B V
R E C C O N E M Y P A H A T E A L C
E T E X R N P R A N E C U N E E M R
S E R M A E G P I N B R N N E R O O
O V S C N S N M N N E R A G D N C
L I A C G N O G I A S E U D E N B K
U S R E E I C S F R A U W P R M T E
T N C V V X T E R N T L R A R A S T
I E O E G U E K G N E O S G F T V E
O F D V R F I Y H U T R M W E P A T
N F A N S H V P A R D P F R I N W I
A O N U F T H N C O M M U N I S T S
X T E M O M Y E L I N S H E A L H A
I E D M A D D O X T R E B O R L I R
E T T I S A R A N O I T A L A C S E
A B V V M O N I K N O T F O F L U G

WORD BANK
Agent Orange
bombing
communists
counterinsurgent
escalation

Tao Chung
Tet Offensive
Tonkin Resolution
torpedo
Viet Cong
Circle the correct answer

1. Which of the following about the Gulf of Tonkin on August 4, 1964, is true?

   A Initial reports indicated an attack on American ships.
   B Radar signals were confusing.
   C The U.S. used the incident as justification to begin bombing North Vietnam.
   D The President said, “I think those dumb sailors were shooting at flying fish.”
   E All of the above.

2. How many of the battles in Vietnam did the U.S. Army win?

   A almost none
   B a few
   C about half
   D more than half
   E almost all

3. In the end, what eventually happened to South Vietnam?

   A It proclaimed its independence.
   B It invaded and took control of North Vietnam.
   C It fell to the Americans.
   D It fell to the North Vietnamese communists.
   E None of the above.

4. Which battle of the Vietnam War marked the turning point—the point at which the U.S. began to pull out?

   A a flare-up in the Gulf of Tonkin
   B the battle for Yadran Valley
   C the 1972 Christmas bombing of Hanoi
   D the Tet Offensive
   E None of the above.
5. Even though the Tet Offensive was a huge failure for the Viet Cong, why did the American people think just the opposite?

A. Many no longer trusted President Johnson when he said the Viet Cong failed.
B. Americans were tired of the seemingly endless brutality of war.
C. Tet was larger than U.S. intelligence officials had expected.
D. The American news media kept saying that the U.S. was losing the war.
E. All of the above.

6. Some analysts think the U.S. fought the wrong enemy in Vietnam. Who did the U.S. concentrate on fighting?

A. the North Vietnamese Army rather than the South Vietnamese
B. the North Vietnamese Army rather than the Viet Cong guerrillas
C. the Viet Cong guerrillas rather than the North Vietnamese Army
D. the South Vietnamese rather than the Viet Cong guerrillas
E. None of the above.

7. On March 31, 1968, President Johnson stunned the nation by declaring that

A. he was ending the war in Vietnam.
B. he would not run for a second term as President.
C. he was withdrawing all U.S. troops from Vietnam.
D. he was tripling the U.S. forces in Vietnam.
E. None of the above.

8. More than the war in Vietnam, President Johnson was interested in

A. establishing peace with the USSR.
B. creating a trade agreement with Mexico.
C. his domestic policy, which he called the Great Society.
D. improving foreign relations in Europe.
E. None of the above.
9. One of Johnson’s advisors at first supported an escalation of the war but later changed his mind. Who was he?
   A. Defense Secretary Robert McNamara
   B. National Security Advisor McGeorge Bundy
   C. Deputy Secretary of State George Ball
   D. Secretary of State Dean Rusk
   E. None of the above.

10. The Vietnamese doctrine of revolutionary struggle is called
    A. Tai Chi
    B. Tsing Tao
    C. Tao Chung
    D. Tai Pei
    E. None of the above.

11. About how many Americans died in the Vietnam War?
    A. 5,800
    B. 58,000
    C. 580,000
    D. 5,800,000
    E. 58,000,000

12. What battle of the Vietnam War marked the turning point—the point at which the U.S. began to get out?
    A. a flare-up in the Gulf of Tonkin
    B. the battle for Yadran Valley
    C. the 1972 Christmas bombing of Hanoi
    D. the Tet Offensive
    E. None of the above.
13. What did the Tonkin Resolution allow President Johnson to do?

A to end the Vietnam War  
B to prevent enemy warships from passing through the Tonkin Gulf  
C to use military force against the Vietnamese without declaring war  
D to use whatever force necessary against the South Vietnamese  
E None of the above.

14. Which of the following about the Gulf of Tonkin on August 4, 1964, is true?

A Initial reports indicated an attack on American ships.  
B Radar signals were confusing.  
C The U.S. used the incident as justification to begin bombing North Vietnam.  
D The President said, “I think those dumb sailors were shooting at flying fish.”  
E All of the above.

15. Who advised Johnson to increase the number of American troops sent to Vietnam?

A Defense Secretary Robert McNamara  
B Defense Secretary Clark Clifford  
C Deputy Secretary of State George Ball  
D Secretary of State Dean Rusk  
E None of the above.

16. Some analysts think the U.S. fought the wrong enemy in Vietnam. Who did the U.S. concentrate on fighting?

A the North Vietnamese Army rather than the South Vietnamese  
B the North Vietnamese Army rather than the Viet Cong guerrillas  
C the Viet Cong guerrillas rather than the North Vietnamese Army  
D the South Vietnamese rather than the Viet Cong guerrillas  
E None of the above.
17. About how many North Vietnamese died during this war?
   A 6,000
   B 60,000
   C 600,000
   D 6,000,000
   E 60,000,000

18. Which of the following about Tao Chung is true?
   A It means “struggle.”
   B It is a powerful concept.
   C Some Vietnamese people were willing to die for Tao Chung.
   D Tao Chung states that political and armed struggle work together.
   E All of the above.

19. How many of the battles in Vietnam did the U.S. Army win?
   A almost none
   B a few
   C about half
   D more than half
   E almost all

20. In the end, what eventually happened to South Vietnam?
   A It proclaimed its independence.
   B It invaded and took control of North Vietnam.
   C It fell to the Americans.
   D It fell to the North Vietnamese communists.
   E None of the above.
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

Eyewitness South Africa
China in Crisis: Tiananmen Square
Korean War: The Untold Story
Return to Iwo Jima
The shifting Sands: A History of the Middle East
VOCABULARY

The vocabulary words below are from Vietnam: Lessons of a Lost War. Use each word below in a sentence that shows you understand its significance to the Vietnam War.

1. Viet Cong

2. Gulf of Tonkin

3. Hanoi

4. Saigon

5. counterinsurgent

6. Lyndon Johnson

7. Robert McNamara

8. Tao Chung

9. Tonkin Resolution

10. Tet Offensive

ANSWERS WILL VARY BUT SHOULD SHOW THAT THE STUDENT UNDERSTANDS HOW THE WORD RELATES TO THE VIETNAM WAR.
CHECKING COMPREHENSION

Complete each sentence below with a word or words that make sense.

1. ______________________________ is a Vietnamese doctrine of revolutionary struggle that believers will die for.

2. On August 2 and 4, incidents occurred in the ______________________________ that led to the beginning of U.S. bombing raids on Vietnam.

3. ______________________________ is the capital of North Vietnam.

4. During the Vietnam War, ______________________________ was the capital of South Vietnam.

5. U.S. Secretary of Defense ______________________________ at first encouraged President Johnson to send more troops to Vietnam.

6. The ______________________________ was a series of attacks by the North Vietnamese on urban targets in South Vietnam.

7. Communist rebels in South Vietnam were called the ______________________________.

8. The Viet Cong and the North Vietnamese were backed by these nations: ______________________________.

9. The South Vietnamese were backed by this nation: ______________________________.

10. The Viet Cong wanted a ______________________________ government for South Vietnam.

WORD BANK

- communist
- Hanoi
- Robert McNamara
- Saigon
- Tao Chung
- Tet Offensive
- The United States
- The USSR and China
- Tonkin Gulf
- Viet Cong
TIMELINE OF THE WAR

Below is a timeline of the Vietnam War. List some important events that occurred during each of the years listed below.

EVENTS LISTED WILL VARY, BUT SHOULD INCLUDE THE TET OFFENSIVE AND PRESIDENT JOHNSON DECIDING NOT TO RUN FOR A SECOND TERM.

1964  Gulf of Tonkin incidents, Tonkin Gulf Resolution

1965  

1966  

1967  

1968  Robert McNamara resigns.

1969  

1970  

1971  

1972  

1973  

1974  

1975  Saigon falls to the North Vietnamese.

1976  

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1. How close is China to Vietnam? **They share a border**

2. How might the closeness of China to Vietnam have given support to the domino theory?

   **Since the two nations were so close together, it was easy to believe that Vietnam could easily fall to the communists.**
TONKIN GULF RESOLUTION

Congress passed the Tonkin Gulf Resolution in 1964. Later it repealed this act. In the space below, list reasons for and against giving the President of the United States the power to send combat troops to war without debating the issues in Congress or with the American people. Then write a paragraph stating whether or not you think the Tonkin Gulf Resolution should have been repealed and why.

Why the Tonkin Gulf Resolution should have been passed:

1. Reasons will vary but should support the stance the writer takes.
2. 
3. 
4. 

Why the Tonkin Gulf Resolution should not have been passed:

1. 
2. 
3. 
4. 

My opinion: 

Reasons will vary but should support the stance the writer takes.
After 1964, the United States escalated the war in Vietnam by sending in more and more troops. Find out how many American troops were sent to Vietnam from 1964 to 1973. Then create a bar graph below to graphically display your results.
CRITICAL THINKING: THE TET OFFENSIVE

Think about how the outcome of the Vietnam War could have been different if the U.S. media and U.S. citizens felt that the Tet Offensive had been successfully halted as President Johnson claimed. Since we now know that the North Vietnamese probably could not have continued fighting after Tet, do you think the outcome of the war would have been much different? Write about your ideas in the space below.

Answers will vary but should be logical and coherent with good supporting details.

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CHECKING VOCABULARY

Hidden in the chart below are 15 terms relating to the Vietnam War. The letters of these words may be arranged horizontally, vertically, or diagonally, either spelled forward or backward. Find and circle these 15 terms.

WORD BANK

Agent Orange
bombing
communists
counterinsurgent
escalation

Agent Orange
guerrilla
Gulf of Tonkin
Hanoi
Maddox
Saigon

Tao Chung
Tet Offensive
Tonkin Resolution
torpedo
Viet Cong

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TEST

Circle the correct answer

1. Which of the following about the Gulf of Tonkin on August 4, 1964, is true?
   A Initial reports indicated an attack on American ships.
   B Radar signals were confusing.
   C The U.S. used the incident as justification to begin bombing North Vietnam.
   D The President said, “I think those dumb sailors were shooting at flying fish.”
   E All of the above.

2. How many of the battles in Vietnam did the U.S. Army win?
   A almost none
   B a few
   C about half
   D more than half
   E almost all

3. In the end, what eventually happened to South Vietnam?
   A It proclaimed its independence.
   B It invaded and took control of North Vietnam.
   C It fell to the Americans.
   D It fell to the North Vietnamese communists.
   E None of the above.

4. Which battle of the Vietnam War marked the turning point—the point at which the U.S. began to pull out?
   A a flare-up in the Gulf of Tonkin
   B the battle for Yadran Valley
   C the 1972 Christmas bombing of Hanoi
   D the Tet Offensive
   E None of the above.
5. Even though the Tet Offensive was a huge failure for the Viet Cong, why did the American people think just the opposite?

A Many no longer trusted President Johnson when he said the Viet Cong failed.
B Americans were tired of the seemingly endless brutality of war.
C Tet was larger than U.S. intelligence officials had expected.
D The American news media kept saying that the U.S. was losing the war.

E All of the above.

6. Some analysts think the U.S. fought the wrong enemy in Vietnam. Who did the U.S. concentrate on fighting?

A the North Vietnamese Army rather than the South Vietnamese
B the North Vietnamese Army rather than the Viet Cong guerrillas
C the Viet Cong guerrillas rather than the North Vietnamese Army
D the South Vietnamese rather than the Viet Cong guerrillas
E None of the above.

7. On March 31, 1968, President Johnson stunned the nation by declaring that

A he was ending the war in Vietnam.
B he would not run for a second term as President.
C he was withdrawing all U.S. troops from Vietnam.
D he was tripling the U.S. forces in Vietnam.
E None of the above.

8. More than the war in Vietnam, President Johnson was interested in

A establishing peace with the USSR.
B creating a trade agreement with Mexico.
C his domestic policy, which he called the Great Society.
D improving foreign relations in Europe.
E None of the above.
9. One of Johnson’s advisors at first supported an escalation of the war but later changed his mind. Who was he?

A Defense Secretary Robert McNamara
B National Security Advisor McGeorge Bundy
C Deputy Secretary of State George Ball
D Secretary of State Dean Rusk
E None of the above.

10. The Vietnamese doctrine of revolutionary struggle is called

A Tai Chi
B Tsing Tao
C Tao Chung
D Tai Pei
E None of the above.

11. About how many Americans died in the Vietnam War?

A 5,800
B 58,000
C 580,000
D 5,800,000
E 58,000,000

12. What battle of the Vietnam War marked the turning point—the point at which the U.S. began to get out?

A a flare-up in the Gulf of Tonkin
B the battle for Yadran Valley
C the 1972 Christmas bombing of Hanoi
D the Tet Offensive
E None of the above.
13. What did the Tonkin Resolution allow President Johnson to do?

A to end the Vietnam War  
B to prevent enemy warships from passing through the Tonkin Gulf  
C to use military force against the Vietnamese without declaring war  
D to use whatever force necessary against the South Vietnamese  
E None of the above.

14. Which of the following about the Gulf of Tonkin on August 4, 1964, is true?

A Initial reports indicated an attack on American ships.  
B Radar signals were confusing.  
C The U.S. used the incident as justification to begin bombing North Vietnam.  
D The President said, “I think those dumb sailors were shooting at flying fish.”  
E All of the above.

15. Who advised Johnson to increase the number of American troops sent to Vietnam?

A Defense Secretary Robert McNamara  
B Defense Secretary Clark Clifford  
C Deputy Secretary of State George Ball  
D Secretary of State Dean Rusk  
E None of the above.

16. Some analysts think the U.S. fought the wrong enemy in Vietnam. Who did the U.S. concentrate on fighting?

A the North Vietnamese Army rather than the South Vietnamese  
B the North Vietnamese Army rather than the Viet Cong guerrillas  
C the Viet Cong guerrillas rather than the North Vietnamese Army  
D the South Vietnamese rather than the Viet Cong guerrillas  
E None of the above.
17. About how many North Vietnamese died during this war?

A 6,000  
B 60,000  
C 600,000  
D 6,000,000  
E 60,000,000

18. Which of the following about Tao Chung is true?

A It means “struggle.”  
B It is a powerful concept.  
C Some Vietnamese people were willing to die for Tao Chung.  
D Tao Chung states that political and armed struggle work together.  
E All of the above.

19. How many of the battles in Vietnam did the U.S. Army win?

A almost none  
B a few  
C about half  
D more than half  
E almost all

20. In the end, what eventually happened to South Vietnam?

A It proclaimed its independence.  
B It invaded and took control of North Vietnam.  
C It fell to the Americans.  
D It fell to the North Vietnamese communists.  
E None of the above.