

TO TEACH A NATION



North Carolina Vietnam Veterans, Inc.

P. O. Box 10333

Raleigh, NC 27605



To Whom It May Concern:

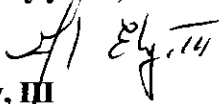
Bob Matthews is a driving force in our organization who came up with the idea of creating a lesson about the Vietnam War that was aimed directly at the high school student of today. The student of today could very well be the child or a relative of a Vietnam Veteran and through the understanding gained in this class will become able to better communicate with this role model. Bob organized other members into teams to develop this idea into a class that is today being taught in more than 125 high schools around the country, called "Lesson of Vietnam." His leadership, sense of humor and never losing sight of the goal are very good traits in this wonderful high school teacher.

It took him over three years to get the concept of a class about the Vietnam War approved by the administrators in our school system. It was a difficult task to prove that kids would be interested in a class with this subject matter. When they finally relented he had to constantly adjust his class to the always growing size and the dwindling space of his classroom. One of the ways he created the tremendous interest in this program, that has locally expanded to 12 high schools, was to co-ordinate teachers, Vietnam Veterans, and students to speak to different educators and groups of students around the United States. Bob is always challenging our group of Vietnam Veterans to stay involved in our local schools and community to help establish a high level of educational standards. I believe he is succeeding, one educator, one school and veteran at a time.

The course curriculum that Bob has put together is so flexible in design that a teacher can spend an entire semester or a week long module on the subject. Most of the students that I have spoken with say that having visiting speakers who were there and part of history brings the subject matter to life, in living color. I personally wish to say I am proud to call Bob a friend and fellow Vietnam Veteran.

Thank you for your time.

Sincerely yours,


Al Ely, III

/President: North Carolina Vietnam Veterans, Inc.

A REPORT CARD ON A LOVE STORY

It all began as a challenge. I happened to be at the Wall in Washington DC when I overheard a conversation between a man and his son. The boy asked his dad what was on the Wall? The father replied "just a bunch of names", and they walked away. Little did I know that day, that thousands of lives would be changed by that comment. All the way home a hole burned in my stomach. Now ten years later it is time for the report card to be issued.

It began at Enloe High School in 1992 when the course "Lessons of Vietnam" was introduced at a news conference and the plans were explained for the goals and aspirations of the vast undertaking. During the past decade an idea has grown into an award winning course of study and is being taught as a full 18 week elective or a major 6 week unit in all of our local high schools and many of our middle schools. The "course" as it is called by most students has spread to 38 states and over 375 high schools across the nation. It has been called by USA Today "the finest model for teaching Vietnam in America". It has been written up in National Geographic and has been the subject of an HBO movie on Kidsnet dealing with items left at the Wall. It has been presented at 8 state conventions, 5 national conventions and has been presented at Texas Tech University (the Center for Vietnam Studies) as a model for use in all Texas high schools. The Vietnam story is also part of SASin School at SAS Institute and is internet available.

The credit for this endeavor and the great amount of success it has achieved must go to three groups. First the teachers in Wake County who do a wonderful job. Second the students who take the course and have asked the hard questions and demanded all the answers. Third and the real key to the national recognition is the Vietnam vets who spend countless hours with the students in the classroom, on the telephone, sponsoring trips to the Wall, missing work to help the teachers and countless other tasks. The men and women of who I speak are members of the North Carolina Vietnam Veterans Inc.(N.C.V.V.I.) The debt owed to these men and women is part of the story. The course has given the vets a chance to give the students a dose of first person history and has helped them re connect with their past. The course has also helped the school system with information on this subject when the books were not adequate and the movies were not reality based. The course has also trained the teachers in a very sensitive subject and offered a forum to discuss a very trying time in our history.

All the work, all the research, all the love of country and all the results are constant in their dedication. The Lessons of Vietnam Course is dedicated to the Vietnam Vets and their families, the Vietnam Vets on the Wall (58,307), and the Vietnam Vets still there. It has now come full circle and for the next generation the knowledge is now complete. Maybe the Wall will be more understood and be a warmer place to visit. I speak for all the vets when I say thanks to all of you for your work, your dedication and your passion for making sure they will never be "just a bunch of names"

Bob Matthews

Vietnam Studies Educational Chairperson

Wake County Schools

* by the way A+ (together then--together now)



Note> The NCVVI has established "The Bridge Back". This is a tax free foundation for the advancement of the Lessons of Vietnam and purchase of books and materials for our schools. Bob Matthews can be reached at 600 Webster St in Cary NC 27511 or at bmatthews@wcpss.net for more information and details.(919-469-9892)

Unit of Study Vietnam in America
Topic Content Draft No: 1
Content Developer: bob matthews
Filename: Vietnam in America

Please complete header information before working on this document. Select VIEW, then Header and Footer, and type in box.

Template filename: Topic Content template.doc Vietnam in America

Unit Name/Theme: *The Legacy of Vietnam— Wounds of war and the healing process*

CONTENT OUTLINES For each topic

*This document should contain all content that this unit of instruction will be based on, including both core and advanced material. Please asterisk * any topics or individual components that you feel lend themselves to advanced learning outcomes. For each "topic", please copy the file named Topic Content template.doc into your word doc.*

Note: As you type into each box, it will expand to contain your information. Each topic may require multiple pages of content outline to sufficiently cover the subject matter.

Topic name/title: Vietnam in America::: The Legacy of Vietnam— wounds of war and the healing process
Detailed Learning Objective(s): <i>(please state in terms of what the student will be able to do/demonstrate, during or after completion of interaction with this material)</i> <i>The student will be able to evaluate the after care policy of the Vietnam veteran and their families</i> <i>The student will be able to appreciate the significance and struggle of the Vietnam Memorial.</i> <i>The student will gain a full understanding of the POW/MIA issue.</i> <i>The student will obtain insights of Vietnam today and why the idea of going back is gaining such popularity</i> <i>The student will demonstrate the skill to place Vietnam and its history in proper historical perspective.</i>
Prerequisite knowledge/skill(s) specific to this topic: The pre knowledge for the legacy unit would include post war history. A knowledge of past programs that governments put into place to either rebuild nations or facilitate the transition of their population from a war economy to a peacetime existence. The responsibility factor that seems part and parcel to after war care should be researched. Key words for internet search would be Boat people Amerasian and Agent Orange
List source(s) for content: <i>(Content derived from textbooks, web-sites, scholastic material, other)</i> <i>See Master bibliography</i> Specific sources:

Jensen-Stevenson Kiss the Boys Goodbye
Karnow , Stanley Vietnam: A History
McNamara, Robert In Retrospect
Puller, Lewis Foetunate Son
Rowe, Nick Five years to Freedom
Starr, Jerold M. Lessons of the Vietnam War

Special source:: A Vietnam Remembrance A Directory of the National Vietnam Veterans Memorial

Web Site: <http://www.iac.net/~pfilio/link-faq.html> (opens to dozens of additional sites)

First person sources: Admiral Zumwalt, Jr. Reflections on Agent Orange (film archives)
Com. William Tschudy Reflections on being a POW
Local chapter of VFW for all topics

Note: Please provide project manager/instructional designer with a hardcopy of the source materials pertinent to each topic.

Topic name/title: Vietnam in America:: The Legacy—wounds of war and the healing process		
Content related to this topic, presented in detailed outline form: (please include all facts, concepts, rules, procedures, processes, principles, strategies that apply)	Presentation Ideas: (readings, illustrations, demonstrations, simulations, scenarios, manipulations, dramatizations, interviews, case studies etc.)	Student Response:
<p>I. Wounds of the Vietnam War and the healing process</p> <ul style="list-style-type: none"> A. After care policy for wounded veterans B. Struggle with politics of Agent Orange C. Diagnosing the PTSD epidemic D. Looked upon as "baby killers" E. Issue generally ignored in our schools F. GI bill not upgraded to meet demands G. High unemployment among veterans H. High divorce rate I. High degree of alcoholism and drug abuse J. High rate of suicide K. High degree of homelessness among veterans <p>II. The National Vietnam Veterans Memorial</p> <ul style="list-style-type: none"> A. Battle for recognition B. Nationwide campaign C. International contest for design D. Debate over location and theme E. Confusion among Vietnam Veteran leadership F. Opened on November 11, 1982 G. Most visited monument in the history of the US. <p>III. The POW/ MIA issue</p> <ul style="list-style-type: none"> A. North Vietnamese break treaty agreement B. Operation "homecoming" C. Active internal pressure groups in the US D. Emergence of Jane Fonda E. Suspected government cover up 	<p>Readings : Research the term "Agent orange—what was it – what was it used for – how did it go so wrong??</p> <p>Case study: Obtain a copy of the GI bill—have your class committee analyze it. Note any changes you would make and why???</p> <p>Essay question: How can we as a nation allow our veterans to be homeless??? What went wrong???</p> <p>The Wall activity list :</p> <p>-read history of the project before it is discussed in class.</p> <p>-research names on the wall by use of diirectory(see master .bib)</p> <p>look into a visit to the wall in DC or the moving wall with your students(info available in master bib)</p> <p>Reading: Essays on Jane Fonda</p> <p>View: Interview with Com. Tschudy (video library)</p> <p>Research: Project for entire school</p>	<p>Core</p> <p>Question #1 Was Agent Orange worth it ?</p> <p>Question #2 Is it fair or even just to blame the Vietnam experience for a unhappy or failed life ?</p> <p>Research: Contact the local VFW and obtain the active list of Vietnam Veterans in your community. Use this list to prove or disprove the claims that are attributed to the Vietnam Veteran.</p> <p>Rent the movie" To Heal a Nation" (story of the wall) Summarize for class.</p> <p>Essay question: Where do we draw the line between dissent and treason? Cite historical examples of each and prove your point. (perhaps a debate in the</p>

<p>F. Suspected involvement by the Soviet Union G. Suspected involvement by the Chinese H. Suspected involvement North Korea I. Several congressional investigations J. Numerous visits to Vietnam K. Existing government task force in Hawaii L. Braclet/ bumper sticker campaign continues</p> <p>IV. The Bridge Back—full impact A. Gaining closure on event B. Validating interest in Vietnam and its welfare in America C. Boat people and refugee issue explained D. Amerasian camps searched and documented E. Finishing the journey F. Explaining quest to next generation G. Opening economic markets to the world</p> <p>V. Placing the story of Vietnam and America in the proper historical Perspective. A. Nations and their people have long memories B. Vietnam will influence our Foreign Policy forever C. Cold War stand to save Asia from communism D. Longest most divisive war in our history E. Continues to run through many fabrics of American life today F. Moving toward common ground and common sense</p>	<p>would be appropriate as course winds down. Your impact in the Vietnam War. Look for details in Master activity list.</p> <p>Interview: Members of your community that have returned to Vietnam. Locate them for an interview and possible class visit..</p> <p>Case studies: locate the Vietnamese families in your area and attempt to set up a dialog for later research.</p>	<p>area of advanced activities)</p> <p>Essay question for log book or blue book approach: Is it possible that any of the 2,000+ MIAs are still alive. Develop the scenario and float it for the class.</p> <p>Research activity: Prepare a graph or chart to indicate the pockets of settlements of the Vietnam refugee. Acquire numbers and attempt to contact the area to evaluate their presence.(advanced activity)</p> <p>Evaluate a theory:</p> <p>The Vietnam War was a chapter in the Cold War. The stand in Vietnam saved all of South East Asia from falling to communism. The presence of the United States and her allies in the areas caused significant damage to the plans of the USSR to infiltrate. This presence also allowed the other nations to build a strong industrial/economic base that would eventually defeat communism all over the world.</p>
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	<p>If known, identify any available resources to identify for rights clearance purposes <i>(photography, paintings, illustrations, animations, video, audio, text, etc.)</i></p> <p><i>Starr, Jerold M. Lessons of the Vietnam War</i></p>	<p>In effect then, the Vietnam experience was a success because it ended the Cold War with the good guys winning and people all over the world now have a new breath of freedom and personal decision making they didn't have. Comments please ?????</p>
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Topic name/title:		
Sample Assessment Activities	Sample Guidelines for Student Learning	Notes to Teacher for assessment of learning

If you need an additional row to the table, place your cursor in the last row/column and press tab.

SPECIAL NOTES:

All activities for the Vietnam course are in a supplemental folder.

All schools have on their premises the "Vietnam Package" of Resource Guides, Teachers Manuals, three videos and full a size wall map. (This package includes video lists and reading lists.)

All members of the Bridge Back Team are available for your needs and are willing to consult on this new course of study in Wake County. Lists will be in the folder.

All faculty teaching Vietnam are encouraged to clip and share any news articles or information we may all use. Please use the courier system in schools.

All schools have available a Washington, D.C. Trip Coordinator. Please follow your school policy when planning trips.

The Bridge Back Team

A handwritten signature in black ink, appearing to read "Bob Matthews", with a long horizontal line extending from the end of the signature.

UNIT 1: GEOGRAPHY, HISTORY AND CULTURE OF VIETNAM

UNIT THEME: Identification of the physical features, customs and past events that shape Vietnam.

QUESTIONS:

1. How does geography influence the lifestyles of the Vietnamese people?
2. How has the history of Vietnam been one of continuous turmoil?
3. What are the major characteristics of Vietnam diverse culture?

UNIT GOALS:

1. To identify the physical features, turbulent history and diverse culture of Vietnam.
2. To recognize the geography of Vietnam has influenced its history and culture.
3. To realize that the varied customs of Vietnam has molded its culture and world view.

OUTLINE:

- A. Geography of Vietnam
 1. Coastal Region
 2. Mountain Highlands
 3. Delta Region
- B. History
 1. Chinese Influence
 2. French Influence
 3. Japanese Influence
 4. United States Influence
- C. Culture
 1. Religion (Buddhist, Catholic)
 2. Political Systems
 3. Economic System
 4. Ethnic Groups

UNIT II: UNITED STATES FOREIGN POLICY: CONTAINMENT

UNIT THEME: United States policy of containment led to increased involvement in Southeast Asia.

QUESTIONS:

1. How did the Cold War shape U.S. foreign policy?
2. What is the policy of containment?
3. What is the domino theory?

UNIT GOALS:

1. To understand how the Cold War led to U.S. involvement in Southeast Asia.
2. To explain the domino theory.
3. To explain the containment philosophy.

OUTLINE:

- A. Cold War
 1. U.S. Position
 2. USSR Position
 3. China Position
 4. McCarthyism
- B. American Response to Spread of Communism
 1. S.E.A.T.O.
 2. N.A.T.O.
 3. A.N.Z.U.S.
 4. Truman Doctrine
 5. Eisenhower Doctrine
 6. Domino Theory

UNIT III: AMERICAN INVOLVEMENT: THE EARLY YEARS

UNIT THEME: The role of United States changes from one of an advisor to the South Vietnamese to one of major participant in the management of the war.

QUESTIONS:

1. What is the significance of Dien Bien Phu?
2. Why were the Geneva Accords so ineffective?
3. Why did the U.S. strategy change?

UNIT GOALS:

1. To analyze the results of Dien Bien Phu.
2. To investigate the ineffectiveness of the Geneva Accords.
3. To analyze the breakdown of the Diem Regime.

OUTLINE:

- A. Dien Bien Phu
 1. Frances Downfall
 2. U.S. Involvement
 3. Legacy of Dien Bien Phu
- B. Geneva Accords
 1. Nation Divided (17°)
 2. Peaceful Settlement
 3. Proposed Elections
- C. U.S. Strategy
 1. Support of Diem Government
 2. Increased Role of Advisor/Participant

UNIT IV: AMERICA TAKES CHARGE

UNIT THEME: The United States military presence in Vietnam escalates dramatically from 1964 - 1968.

QUESTIONS:

1. What was the significance of the Gulf of Tonkin Incident?
2. How did President Johnson and General Westmoreland justify the escalation of U.S. troops in Vietnam?
3. What was the American public's reaction to increased troop involvement in Vietnam?

UNIT GOALS:

1. To investigate the Gulf of Tonkin Incident.
2. To assess the rationale of troop build up.
3. To understand public support of escalation of the war effort.

OUTLINE:

- A. Gulf of Tonkin
 1. Alleged Attack
 2. LBJ's Request for Congressional Action
 3. Resolution
- B. Troop Escalation
 1. Deployment of Combat Forces and Military Support
 2. The Draft
- C. Public Reaction
 1. Blanket Approval?
 2. Taking Sides

UNIT V: WHO FOUGHT FOR THE UNITED STATES?

UNIT THEME: The Vietnam soldier was a cross section of American society.

QUESTIONS:

1. Who served in Vietnam?
2. Who was deferred?

UNIT GOALS:

1. To recognize the social, economic and ethnic makeup of U.S. forces in Vietnam.
2. To examine the Selective Service System.

OUTLINE:

- A. Who served?
 1. Ethnic
 2. Social
 3. Age
 4. Sex
- B. The Deferment
 1. Classifications
 2. Exceptions, Exemptions

UNIT VI: HOW THE WAR WAS FOUGHT

UNIT THEME: A variety of strategies were implemented throughout the war.

QUESTIONS:

1. How was the air war conducted?
2. Who were the Viet Cong?
3. How did the U.S. soldier adapt and respond to guerilla warfare?
4. What role did the South Vietnamese play?
5. How was this a limited war?

UNIT GOALS:

1. To assess the air war -- its purposes and strategies.
2. To understand the role of the Viet Cong.
3. To explain the tactics of guerilla warfare.
4. To evaluate the pacification program.
5. To understand the rationale behind limited warfare.

OUTLINE:

- A. Air Warfare
 - 1. Bombing Objectives
 - 2. Role of Helicopters
- B. Viet Cong
 - 1. Origin and Structure
 - 2. Objectives and Strategies
- C. Guerilla Warfare
 - 1. Search and Destroy Philosophy
 - 2. Booby Traps
 - 3. Tunnel Warfare
 - 4. Role of Women and Children
- D. South Vietnamese Impact
 - 1. Hearts and Minds Program
 - 2. Pacification
- E. Limited Warfare
 - 1. Geographical Limitations
 - 2. Combat Limitations

UNIT VII: THE WAR AT HOME

UNIT THEME: The Vietnam war divided America.

QUESTIONS:

1. Why was the Vietnam war so controversial?
2. What was the antiwar movement?
3. What role did the "silent majority" play?

UNIT GOALS:

1. To analyze the purpose of our involvement.
2. To identify antiwar groups.
3. To examine antiwar sentiment.
4. To recognize the role of "silent majority."

OUTLINE:

- A. Controversial War
 1. Hawk vs. Dove
 2. Morality of the War
 3. Legality of the War
- B. Antiwar Movement
 1. Draft Resisters
 2. Student Protesters
- C. Silent Majority
 1. Definition
 2. Impact

UNIT VIII: HOW THE WAR WAS REPORTED

UNIT THEME: The media brought the Vietnam war into our homes on a daily basis.

QUESTIONS:

1. How was the war reported?
2. How was public opinion influenced by television reporting?
3. How did reporting of the war change as the war progressed?

UNIT GOALS:

1. To describe the methods of war reporting.
2. To examine how the public became informed about Vietnam.
3. To trace the growing independence of the media.

OUTLINE:

- A. How War Was Reported
 1. Active Field Correspondents
 2. Satellite Coverage
 3. Lack of Censorship
- B. Public Opinion - Changes
 1. My Lai Incident
 2. Tet Offensive
 3. Returning Veterans
- C. Growing Independence of Media
 1. Less Government Control
 2. Public Opinion Effected

UNIT IX: VIETNAMIZATION OF THE WAR

UNIT THEME: The United States policy of Vietnamization is implemented.

QUESTIONS:

1. Why did Vietnamization become our policy of choice?
2. How was it put into effect?
3. Was it effective?

UNIT GOALS:

1. To explain how and why the U.S. reduced its military presence in Vietnam.
2. To describe the methods by which the war was transferred to the South Vietnamese.
3. To evaluate the Vietnamization Policy.

OUTLINE:

- A. Vietnamization
 1. Definition
 2. Rationale
- B. Implementation
 1. U.S. Troop Transfer/A.R.V.N. Replacement
 2. Munitions Transfer
- C. Effectiveness
 1. Deescalation
 2. False Promise?

UNIT X: THE WOUNDS OF WAR AND THE HEALING PROCESS

UNIT THEME: The Vietnam war left open wounds and unanswered questions for generations to come.

QUESTIONS:

1. What problems did the Vietnam war create for the veterans and their families?
2. What was the state of the After Care Program?
3. How did the way a Vietnam War Memorial attempt to heal a nation?

UNIT GOALS:

1. To compare the reception of the Vietnam veteran to that of veterans of previous war.
2. To describe the After Care Program.
3. To explain the impact of Vietnam War Memorial.

OUTLINE:

- A. Coming Home Reception
 - 1. Transition Process
 - 2. Reception
- B. After Care Program
 - 1. PTSD
 - 2. Agent Orange Controversy
 - 3. GI Bill
- C. Vietnam War Memorial
 - 1. The History
 - 2. National Impact (1982 - ?)

UNIT XI: LEGACY OF THE VIETNAM WAR

UNIT THEME: America continues to struggle with the meaning and significance of the Vietnam experience.

QUESTIONS:

1. How has American foreign policy been influenced by the Vietnam experience?
2. How did post-Vietnam attitudes affect domestic politics?
3. Why is the Vietnam war so controversial?

UNIT GOALS:

1. To examine post war foreign policy in light of the lessons of Vietnam.
2. To analyze why American political attitudes changed.
3. To examine the ongoing controversies concerning Vietnam.

OUTLINE:

- A. American Foreign Policy
 1. War Powers Act
 2. Recognition of the Importance of Public Support
 3. Establish Clear Objectives
- B. Domestic Politics in the U.S. After Vietnam
 1. Increased Skepticism of Authority
 2. Declining Participation in the Political Process
- C. Controversy
 1. Winners and Losers
 2. POW/MIA Issue
 3. Patriotism Examined
 4. Southeast Asian Refugee and Immigration Issue

UNIT XII: THE BRIDGE BACK

UNIT THEME: America and Vietnam normalize relations.

QUESTIONS:

1. What were the major impediments to normalized relations with Vietnam?
2. How has Vietnam changed since 1975?

UNIT GOALS:

1. To resolve the POW/MIA issue.
2. To recognize that the cold war was an impediment to normalization.
3. To describe the economic changes in post war Vietnam.

OUTLINE:

- A. POW/MIA Issue
 1. Search for the Truth
 2. Controversy Continues
- B. Cold War
 1. Communist Infiltration in Vietnam
 2. Ideological Differences
- C. Post War Vietnam
 1. Economic Flexibility (1986 - present)
 2. Foreign Investment

SUGGESTED READING LIST

1. "Five Years to Freedom" by Nick Rowe
2. "Flashbacks" by Morley Safer
3. "This Must Be My Brother" by Leann Thieman and Carol Dey
4. "My Father, My Son" by Elmo Zumwalt
5. "Fortunate Son" by Lewis Puller
6. "Lessons of the Vietnam War" by Jerold M. Starr
7. "The Best and The Brightest" by David Halberstam
8. "When Heaven and Earth Changed Places" by Lely Hayslip
9. "My Lai 4" by Seymour Hersh
10. "Vietnam: A History" by Stanley Karnow
11. "In Retrospect" by Robert MacNamara

SUGGESTED VIDEO

1. Vietnam: Chronicle of a War (page 11)
2. Vietnam: The 10,000 Day War (page 11)
3. To Heal A Nation (Story of the Wall)
4. Letters to America
5. How to Teach Vietnam (in your school packet)