



The Common Core and Historical Investigations: Reading History and The Vietnam War

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Reading Standards for History/Social Studies

- Knowledge of domain-specific vocabulary
- Analyze, evaluate, and differentiate primary and secondary sources
- Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams
- Intentional and explicit instruction for students as they interact with discipline-specific text

Source Work/Historical Literacy

Text: What is visible/readable--what information is provided by the source?

Context: What was going on during the time period?
What background information do you have that helps explain the information found in the source?

Subtext: What is between the lines? Must ask questions about:

- **Author:** Who created the source and what do we know about that person?
- **Audience:** For whom was the source created?
- **Reason:** Why was this source produced at the time it was produced?

Reading Strategies and Historical Sources

Sourcing: When a reader thinks about a document's author and why the document was created.

Contextualizing: When a reader situates a document and its content in place and time.

Corroborating: When a reader asks questions about important details across multiple source to determine points of agreement and disagreement.

Writing Standards for History/Social Studies

- Write arguments on discipline-specific content and informative/explanatory texts
- Make arguments or claims and support those with the use of data, evidence, and reason
- Apply domain-specific vocabulary through writing exercises unique to each discipline
- Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
- Focus on the use of reason and evidence to substantiate an argument or claim
- Emphasize ability to conduct research – short projects and sustained inquiry

Historians ask
questions that
frame a problem
for them to study

“The point of questions, is not to see whether students have read a particular text; rather, it is to provide direction and motivation for the rigorous work of doing history.”

Linda Levstik and Keith Barton, *Doing History: Investigating with Children in Elementary and Middle Schools*

Historians
gather and ask
questions of a
variety of
sources

“In the initial investigative phases of their work [historians] occupy themselves with reading and digesting the residues of the past left behind by our ancestors. Much of this residue remains in the form of documents or sources. Source work then becomes the staple in the investigative lives of these experts.”

Bruce VanSledright, *In Search of America's Past*

Historical Categories of Inquiry or Disciplinary-based Questions

- Causality
- Chronology
- Multiple perspectives
- Contingency
- Empathy
- Change and continuity over time
- Influence/significance/impact
- Contrasting interpretations
- Intent/motivation

Elements of a History Lab

- A **central question** that does not have one answer.
- **Source work**—Historical sources are evaluated and the information gained is applied to the development of an answer to the lab's central question.
- The employment of **literacy skills** to evaluate historical sources.
- The development, refinement, and defense of an **evidence-based answer** to the guiding historical question

Four Dead In Ohio Crosby, Stills, Nash, and Young

Tin soldiers and Nixon's comin'.
We're finally on our own.
This summer I hear the drummin'.
Four dead in Ohio.
Gotta get down to it.
Soldiers are gunning us down.
Should have been done long ago.
What if you knew her and Found her dead on the ground?
How can you run when you know?
Na, na, na, na, na, na, na, na. Na, na, na, na, na, na, na, na. Na, na, na, na, na, na, na, na. Na,
na, na, na, na, na, na, na.

Gotta get down to it.
Soldiers are cutting us down.
Should have been done long ago.
What if you knew her and Found her dead on the ground?
How can you run when you know? Tin soldiers and Nixon's comin'.
We're finally on our own.
This summer I hear the drummin'.



2-02 Ohio.m4a

Four dead in Ohio. Four dead in Ohio. Four dead in Ohio. Four dead in Ohio. Four dead in Ohio.
Four dead in Ohio. Four dead in Ohio. Four dead in Ohio. Four dead in Ohio.



**Kent State University
May 1970**





Hard Hat Riots



For the Flag and for Country, They March

Robert Geary, 50, an office worker for the Colonial Hardware Corporation:

I'm very proud to be an American, and I know my boy that was killed in Vietnam would be here today if he was alive, marching with us...I know he died for the right cause, because in his letters he wrote to me he knew what he was fighting for: to keep America free and to avoid any taking over by Communists--atheistic Communists, by the way.

I think most of them [college dissenters] are influenced by a few vile people...I'll tell you one person who smudged the name of my son and that was Mayor Lindsay. When he stands up and says men who refuse to serve in the armed forces are heroic, then I presume by the same category that my son that was killed in Vietnam is a coward, the way he thinks.

Eighty per cent of the people are behind America and the flag...I believe that what we're fighting for is worth it, yes, but nobody likes war.

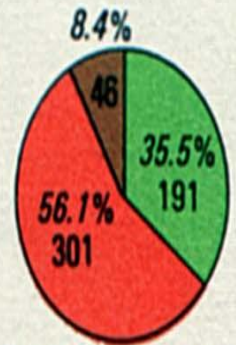
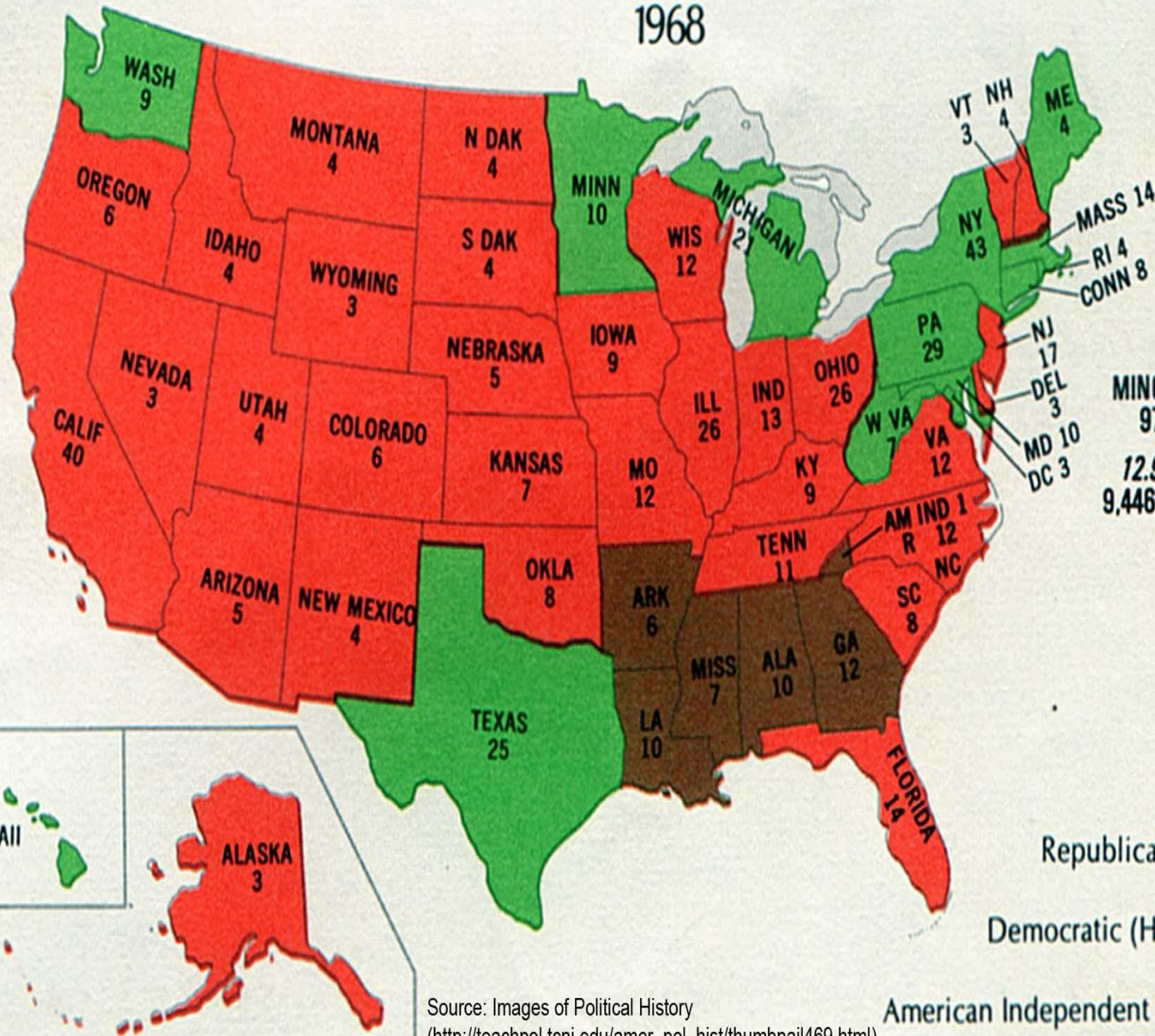
Of the flag: It's me. It's part of me. I fought for it myself two or three years in the Second World War...It's the greatest country in the world. All they [dissenters] have to do is move out.



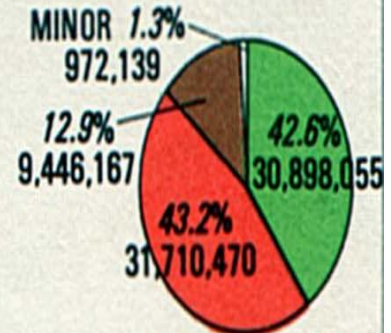
Peace with Honor



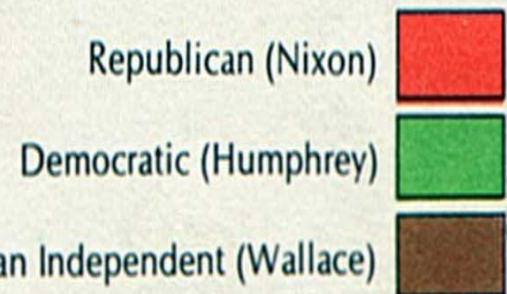
1968



ELECTORAL VOTE
TOTAL: 538



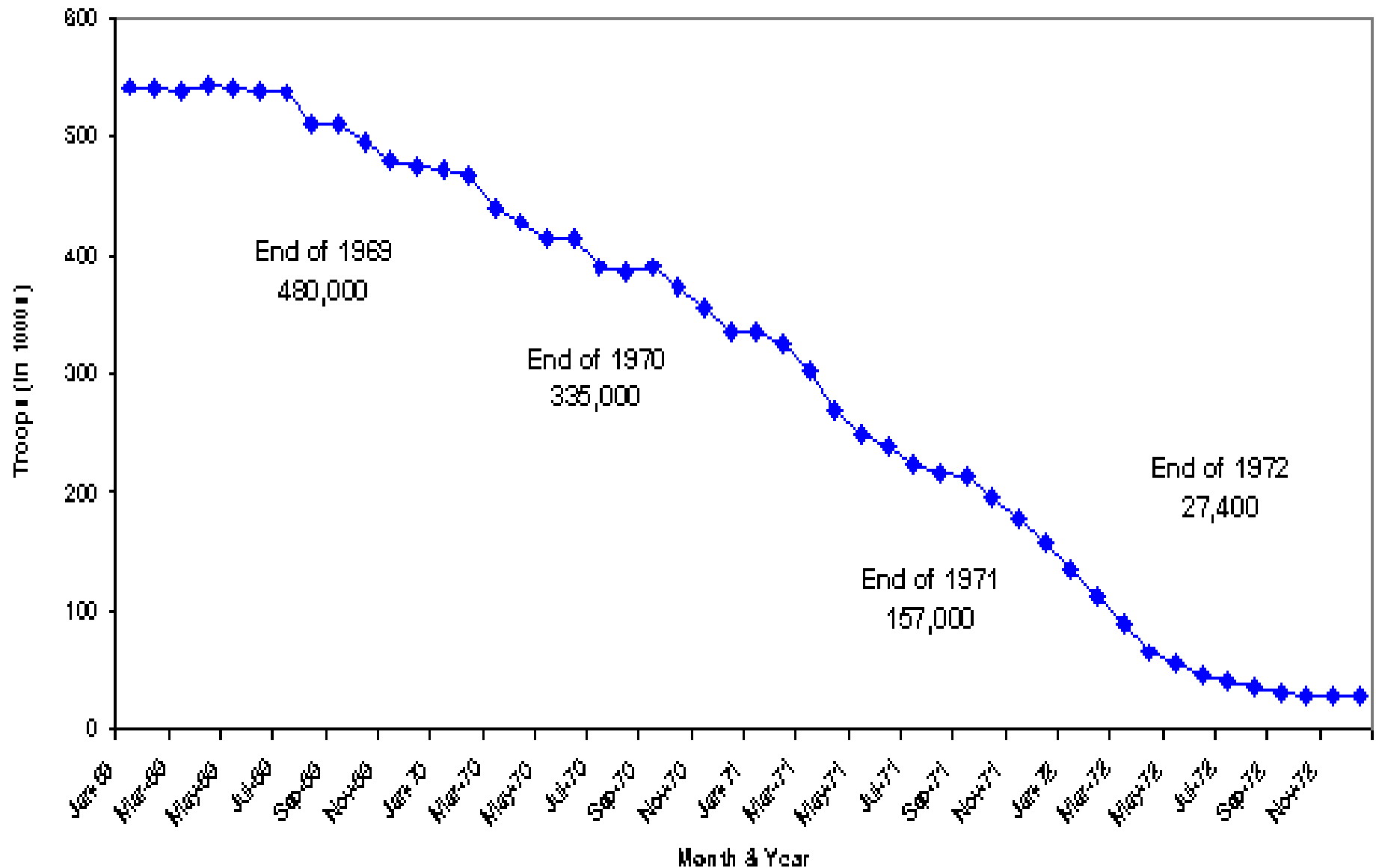
POPULAR VOTE
TOTAL: 73,026,831



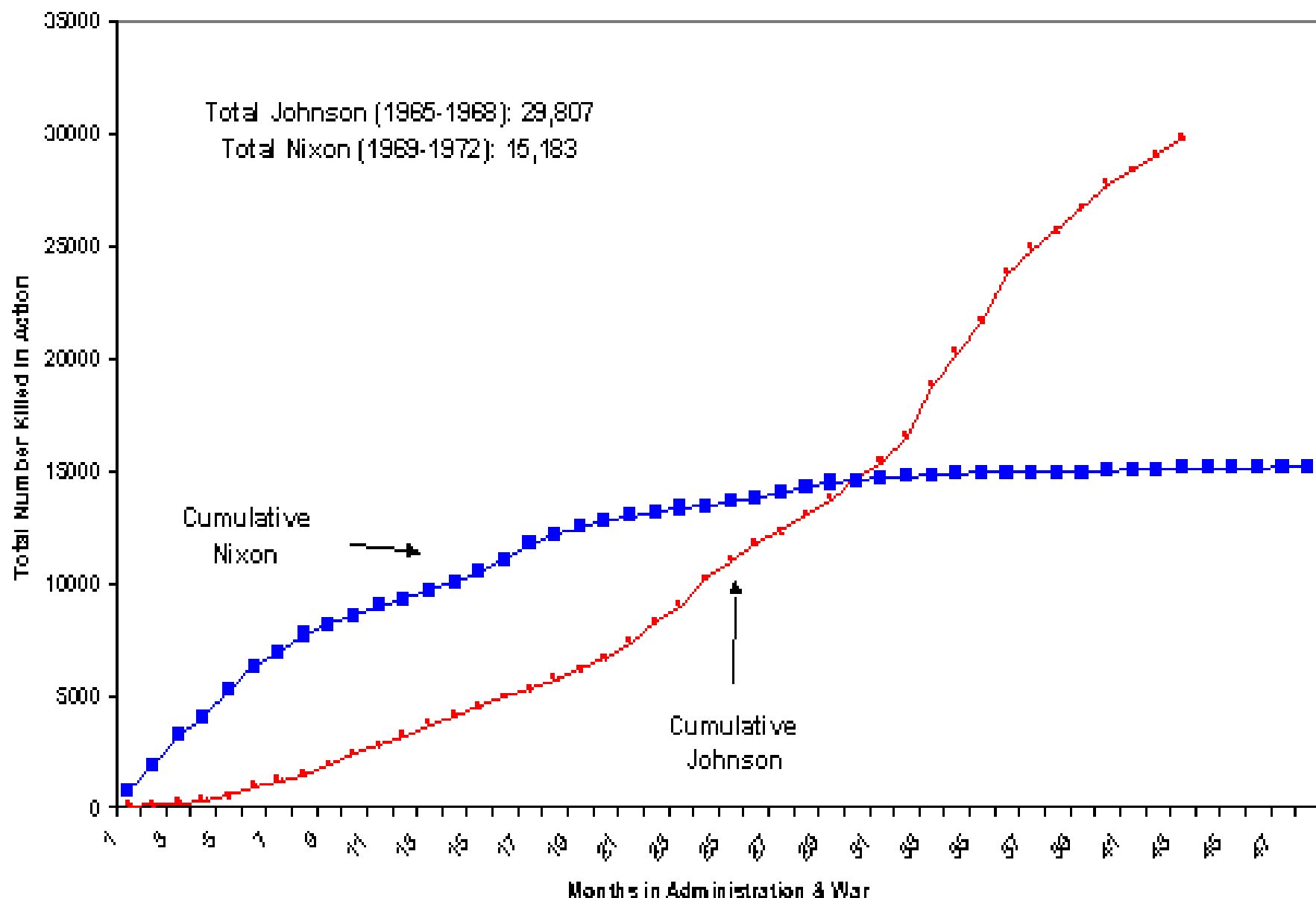
Source: Images of Political History
(http://teachpol.tcnj.edu/amer_pol_hist/thumbnail469.html)

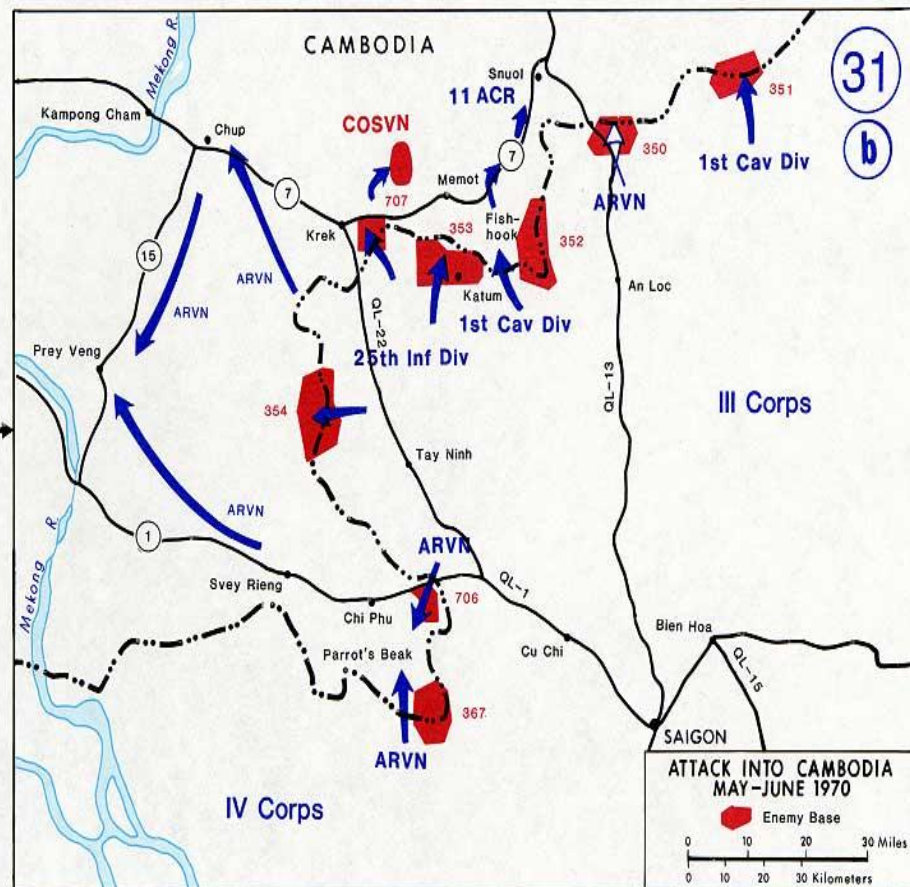


U.S. Troops Station in the Vietnam (in 1000s), Jan. 1969 – Dec. 1972



The War in Vietnam: Cumulative Number of Battle Deaths During the Johnson & Nixon Administrations, June 1965-December 1972





Examine your evidence:

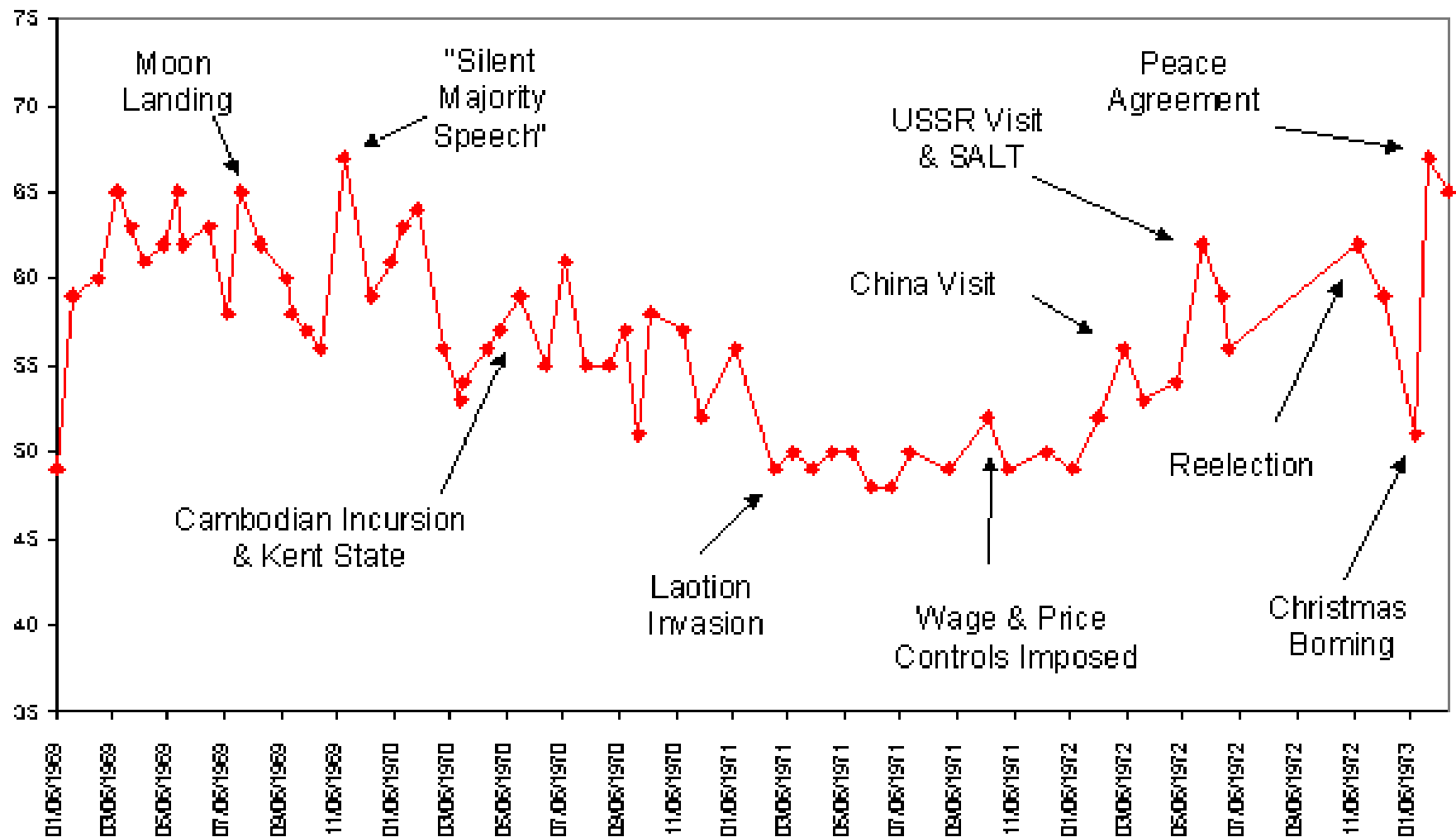
- Does your evidence argue that President Nixon was working for “Peace with Honor” or to widen the war?
- Share the information with your group

Source 1: President Nixon's Address to the Nation on the War in Vietnam "The Silent Majority" Speech, November 3, 1969	Worried about the influence of anti-war groups, President Nixon instituted a program of investigation and harassment, and speeches to make this point. Vice President Spiro Agnew Speaking at a dinner in Jackson, Mississippi on October 20th, asserting that liberals possessed a "masochistic compulsion to destroy their country's strength." The leaders of the Vietnam Mobilization were described as "hard-core dissidents and professional anarchists." To further his attack on the anti-war movement at 9:30 PM on November 3, 1969, President Nixon addressed a national television audience from the White House. This speech was designed to buy time in Vietnam and to reach out to dissident Democrats along with Nixon's core constituency. The public reaction to the president's speech was most favorable. Among those who watched the address, 77% approved of how Nixon was handling the situation in Vietnam and only 6% disapproved. In the wake of the speech, Nixon's overall approval rating climbed from 56% to 67%. Although Nixon had increased his personal support, other indicators suggested that the public remained divided on policy in Vietnam. 55% of public now classified themselves as "doves" with only 31% using the "hawk" label
Source 2: Address to the Nation on the Situation in Southeast Asia, President Nixon, April 30, 1970	By April of 1970, 77% of Americans polled approved of how Nixon was handling the situation in Vietnam and only 6% disapproved. Nixon's overall approval rating climbed from 56% to 67%. Although Nixon increased his personal support, other indicators suggested that the public remained divided on policy in Vietnam. 55% of public now classified themselves as "doves" with only 31% using the "hawk" label. In April 1970, President Nixon in a televised speech to the American public defended his decision to send U.S. troops into Cambodia, an action that would widen the war. The President spoke at 9 p.m. in his office at the White House. His address was broadcast live on radio and television.
Source 3:. "Will Nixon's Gamble Work?" Times, May 1970	One of the most circulated magazines in the 1960s. Though a socially conservative, Time focused attention on the counter-culture and the political and intellectual radicalism of the 1960s. Although initially a supporter of the Vietnam War, in 1968 the magazine's managing editor wrote an editorial conceding that the war was unwinnable.
Source 4: Mobe Advertisement in the Washington Post, May 1, 1970	The National Mobilization Committee to End the War in Vietnam (Mobe) was formed in 1967. Mobe planned a large demonstration for Washington D.C. on October 21, 1967. This demonstration was a march to the Pentagon, where another rally would be held in a parking lot, followed by civil disobedience on the steps of the Pentagon itself. The action was known as the "March on the Pentagon." The initial rally drew some 100,000 people with about 35,000 marching and participating in the second rally at the Pentagon. About 800 people were arrested for civil disobedience on the steps of the Pentagon. This advertisement was placed in the Washington Post after the public announcement of the expansion of the war into Cambodia
Source 5: Political Cartoons A. Now, As I was saying four years ago! B. Fourth Year Of the "Plan To End The War"	Cartoonist Herb Block, a longtime Washington Post fixture and dedicated political opponent of Nixon since 1950.
Source 6: Taped White House Conversations and Memos	President Nixon, just like the five presidents before him, taped all of the conversations that occurred in the Oval Office and over the telephone. The following are transcriptions of telephone conversations and memos between President Nixon and his Secretary of State Henry Kissinger.

Widening the War or Peace with Honor?



Public Support for President Richard Nixon January 1969 - January 1973





Fourth Year Of The "Plan To End The War" (Contd.)



Nixon Sends GIs Into Cambodia



NIXON DECLARES ALL-OUT WAR

ON SOUTHEAST ASIA

THE PEOPLE MUST ACT NOW

MASS MEETING
at the WHITE HOUSE
at noon on saturday, may 9

In another attempt to stifle dissent, the Nixon administration has handed down regulations prohibiting demonstrations on federal park land without a 15 day advance notice. Public outrage at the invasion of Cambodia is so great we will go to the White House in spite of these regulations. We will assert our right to peacefully assemble. The police may block us. If they also decide to arrest us, we will maintain a militant non-violent discipline, and options will be provided for those not prepared for arrest. Meet us at the White House!

**DEMAND IMMEDIATE WITHDRAWAL OF ALL U.S. TROOPS
 & SUPPLIES FROM SOUTHEAST ASIA**

Source 6: Taped Conversations and Top Secret Memos Between President Richard Nixon and Secretary of State Henry Kissinger

September 10, 1969: Top Secret memo from Secretary of State Henry Kissinger to President Nixon

“...I do not believe that with our current plans we can win the war within two years...Withdrawal of U.S. troops will become like salted peanuts to the American public: The more U.S. troops come home, the more will be demanded. This could result, in effect, in demands for unilateral withdrawal—perhaps within a year. The more troops are withdrawn, the more Hanoi [North Vietnam] will be encouraged—they are the last people we will be able to fool about the ability of the South Vietnamese to take over for us...There is not therefore enough of a prospect of progress in Vietnam to persuade Hanoi [North Vietnam] to make real concessions in Paris [Paris peace talks between the United States and North Vietnam]. Their intransigence is based on their estimate of growing U.S. domestic opposition to our Vietnam policies. It looks like they are prepared to wait us out.”

December 9, 1970 8:45 PM: Taped conversation between President Nixon and Secretary of State Henry Kissinger. All of the words are from President Nixon

...They [the United States Air Force] have got to go in there [Cambodia] and I mean really go in. I don't want gunships, I want helicopter ships. I want everything that can fly to go in there and crack the hell out of them. There is no limitation on mileage and there is no limitation on budget. Is that clear?

...We are airlifting supplies [into Cambodia] and sure there are some troops but I don't want numbers out [to the public or the press]. I don't want anything like that. I don't want the plan out and I don't want the air force bragging about it and I don't want a goddamn thing said [to the public or the press].

...I want them [the United States Air Force] to hit everything. I want them to use the big planes, the small planes, everything they can that will help out there [in Cambodia] and let's start giving them [the North Vietnamese] a little shock.

...We have got to do a better job because we are just coming to the crunch. Right now there is a chance to win this goddamn war and that's probably what we are going to have to do because we are not going to do anything at the conference table [during peace negotiations with North Vietnam]...

May 1972: In three top-secret eyes-only memos to Mr. Kissinger, President Nixon explains his thinking behind escalating the bombing and mining of North Vietnam's harbors.

May 9: You have often mentioned the necessity of creating the impression in the enemy's mind that I am absolutely determined to end the war and will take *whatever steps are necessary* to accomplish this goal. The time to take those steps is now. . . . I cannot emphasize too strongly that I have determined that we should go for broke. . . . Our greatest failure would be to do too little too late. [Called the madman scenario, it was devised for negotiating with the government of North Vietnam. In this gambit, Henry Kissinger would emphasize, in his meetings with representatives of North Vietnam, the volatility of President Nixon's personality. He would warn the North Vietnamese that Nixon was unpredictable, that he could fly into a rage, and that this could happen in response to either North Vietnamese military action or intransigence in the peace talks. A similar theme was sounded by Kissinger in his dealing with the American press.]

May 10: On an urgent basis, I want the C.I.A. to implement . . . broadcasts, leaflets and every other device so that the North Vietnamese . . . are told of the massive public support for the president's decision . . . and any other story that might discourage the North Vietnamese leaders [from continuing to fight rather than negotiating a peace].



VETERAN U.S. PRESIDENT DISCOVERED STILL TRYING TO END THE VIETNAM WAR AFTER 3 1/2 YEARS.

Daily Telegraph in January 1972.

One of the influences in this cartoon is a story from the Philippines in 1970. The Philippines were invaded by the Japanese in the Second World War. In 1945 some Japanese troops were left behind. They continued fighting a guerrilla war long after the war ended. The last one emerged from the jungle in 1970.

Vietnam Lotteries



- 4 lotteries were held 69-72
- done by birthdate
- College exemption was eliminated
- Drafted all 366 numbers
- Originally done blindfolded
- Almost 50% chance of being drafted
- 10% sent immediately
- 10% boot camp right away
- Others would await instruction

May 11, 1970 / 50 cents
Newsweek

NIXON'S CAMBODIAN GAMBLE

DRI 7660 SHQ NC 1 92692 0171
MR CHARLES R DERING
10766 SANDA AVE
TULUNGA CA 91042



