

VIETNAM WAR

CHAPTER 18

NAME _____

PERIOD _____



Vietnam War Essential Questions

Essential Questions

1. Analysis the importance of the Geneva Accords and how this laid the groundwork for the United States to replace the French in Vietnam.(Containment, Domino Theory)
2. Debate LBJ's decision to send the first major combat units to Vietnam. Evaluate the steps in which the United States gradually escalates its presence in South East Asia.
3. Compare and Contrast the opposing views Americans at home felt about the war. How did the events of the Tet Offensive and My Lai Massacre change the outlook of this war. Examine how the United States military was not successful in Vietnam and the war lasting effects on foreign policy.

State Standards

SS.9-12.US.26. Examine how and why diverse groups have been denied equality and opportunity, both institutionally and informally.

SS.9-12.US.27. Analyze how resistance movements organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.

SS.9-12.US.6. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

SS.9-12.US.7. Refine claims and counterclaims; attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Book Readings

Chapter 30 Section 2

Chapter 30 Section 3

Chapter 30 Section 5

Vietnam

Word Wall

Term	Definition	Picture/Symbol
Vietminh		
Domino Theory		
Dien Bien Phu		
Geneva Accords		
17 th Parallel		
Ho Chi Minh Trail		
Vietcong		
Gulf of Tonkin Resolution		
Napalm		
Agent Orange		

Word Wall Continued

Term	Definition	Picture/Symbol
Search & Destroy Missions		
Credibility Gap		
Doves		
Hawks		
Tet Offensive		
Vietnamization		
My Lai Massacre		
Incident at Kent State		
Pentagon Papers		
War Powers Act		

Key Individuals

Directions- In complete sentences identify these people and their importance to the unit. Some you may need to use the internet to find.

Individual	Importance to THIS unit
Ho Chi Minhn	
Ngo Dinh Diem	
John F Kennedy	
Lyndon B. Johnson	
Robert McNamara	
General William Westmoreland	
Henry Kissinger	
L.T. William Calley Jr.	
Richard Nixon	
Bobby Kennedy	

Vietnam War Timeline

Directions- Please post all events on the timeline in chronological order. Remember equal increments, time span, set beginning and end.

My Lai Massacre, Kent State Tragedy, U.S. signs cease fire with N. Vietnam & Vietcong, Geneva Accords split Vietnam, First major U.S. Combat troops arrive in Vietnam, Tet Offensive, Dien Bien Phu Falls, Formation of the Vietcong, Gulf of Tonkin Resolution, Congress passes the War Powers Act, US troops begin withdrawal, Communists capture Saigon and South Vietnam surrenders

Cold War in the Third World
Guided Chapter 18 Section 1.1
Pages 604-607

Directions- Chapter 18 Section 1.1- Use the following words/ phrases to complete the chapter summary.

- | | | | |
|---|--|--|------------------------------------|
| <input type="checkbox"/> 17 th | <input type="checkbox"/> Containment | <input type="checkbox"/> General de Gaulle | <input type="checkbox"/> Rights |
| <input type="checkbox"/> Advisors | <input type="checkbox"/> Coup | <input type="checkbox"/> Geneva Accords | <input type="checkbox"/> SEATO |
| <input type="checkbox"/> Backed | <input type="checkbox"/> Democratic | <input type="checkbox"/> Grew | <input type="checkbox"/> Targeting |
| <input type="checkbox"/> Buddhist oppression | <input type="checkbox"/> Domino theory | <input type="checkbox"/> Killed | <input type="checkbox"/> U.S |
| <input type="checkbox"/> Buddhists | <input type="checkbox"/> Family members | <input type="checkbox"/> Little | |
| <input type="checkbox"/> Communist and democratic | <input type="checkbox"/> Flags | <input type="checkbox"/> Military | |
| | <input type="checkbox"/> Foreign affairs | <input type="checkbox"/> Ngo Dinh Diem | |

CONFRONTING COMMUNISM IN ASIA

During the 1950s and 1960s, the U.S. government focused on both domestic civil rights for African Americans and _____ (1), especially in Southeast Asia. Following Ho Chi Minh's communist victory over the French in Vietnam in 1954, the _____ (2) temporarily divided Vietnam at the _____ (3) parallel, with Ho governing the north and a French-backed government in the south. However, South Vietnam's leader, _____ (4), established a separate government with _____ (5) support. President Eisenhower endorsed the _____ (6) policy to stop communism, leading to strong U.S. support for South Vietnam. The United States, along with other countries, formed _____ (7) to prevent communist expansion in Southeast Asia. This increased U.S. involvement in the region, viewing Vietnam as part of SEATO's protection. The Cold War rivalry between _____ (8) forces extended into "third world" countries like Vietnam, where both sides sought influence.

DIEM'S GOVERNMENT

Ngo Dinh Diem, supported by President Eisenhower, promised _____ (9) principles but ruled as an autocrat, appointing _____ (10) to top government positions. Despite being a minority, Diem favored Catholics over _____ (11), continuing French anti-Buddhist laws. He sheltered those fleeing communism but harshly suppressed rebels, including suspected sympathizers. Diem's brother led a unit _____ (12) communists, often with _____ (13) evidence. Despite his unpopular rule, Presidents Kennedy and Johnson upheld Eisenhower's _____ (14), fearing communism's spread in Southeast Asia. This theory posited that if one country fell to communism, others would follow suit. Thus, the U.S. _____ (15) South Vietnam to prevent this scenario, justifying military involvement.

THE BUDDHIST CRISIS

In 1955, Eisenhower began sending _____ (16) help to South Vietnam, but by 1961, it had slowed. President Kennedy, an anticommunist, revived aid, sending 500 troops in May. Despite warnings from France's _____ (17) about getting involved in Vietnam's war, Kennedy sent more _____ (18), totaling 16,000 by 1963. Meanwhile, Diem's discrimination against Buddhists escalated. When government forces removed Buddhist _____ (19) in May 1963, protests erupted. Soldiers attacked protesters, leading to deaths and injuries. Buddhist leaders demanded _____ (20), but Diem ignored Kennedy's advice to reform. In June, a monk's self-immolation drew global attention to _____ (21). Protests continued, leading Diem to declare martial law in August. As the U.S. distanced itself from Diem, his government faced a _____ (22). Diem was arrested and _____ (23) in November 1963, causing political turmoil. Under President Johnson, U.S. involvement in Vietnam _____ (24), resembling the Korean War's proxy conflict.

Graphic Organizer – A Difficult War
Chapter 18 Section 2.2
Page 610- 612

Part I- Use the chart below to record the war strategies (the plans) and tactics (the methods) used by the United States and the Viet Cong during the Vietnam War.

	Strategies	Tactics
UNITED STATES	1. Win hearts & minds of the South Vietnamese people 2. 3.	1. 2. 3.
VIET CONG	1. 2. 3.	1. 2. 3.

Part II- Complete an outline to help organize your notes for Section 2.2.

Television War

- I. Journalists and photographers covered the war firsthand and brought it into people's homes by way of television.
 - a.
 - b.
 - c.
- II. Controversy Over the Draft
 - a.
 - b.
 - c.
- III. Increasing Protests
 - a.
 - b.
 - c.

Name _____

Period ____

The Vietnam Dilemma

Video Guide

1. What was the US cold war policy toward the Communism?
2. What was the Cuban Missile Crisis?
3. How is Kennedy able to prevent a war with the USSR over Cuba?
4. What three lessons did the United States learn from the Cuban Missile Crisis?
5. What nation previously occupied Vietnam?
6. At the Geneva Accords, how was the nation divided? And who occupied the North/South?
7. Why does the US NOT permit free elections to unify Vietnam?
8. How does Kennedy aid South Vietnam?
9. What is operation "Rolling Thunder"?
10. How does Ho Chi Minh react to Johnson's attempt to peace talks?
11. What new technology enabled the Anti-War movement to grow in the United States?
12. What impact did the Tet Offensive have on America's perception of the War and of the President?
13. What is President Nixon's approach to ending the Vietnam War?
14. What happened at Kent State Incident?
15. What did the Pentagon Papers show many American's?
16. What happens once US troops leave Vietnam?
17. What is the legacy of the Vietnam War?

Tet Offensive
Guided Chapter 18 Section 3.1
Pages 618-619

Directions- Chapter 18 Section 3.1- Use the following words/ phrases to complete the chapter summary.

- | | | |
|-------------------------------------|---|---|
| <input type="checkbox"/> Bombing | <input type="checkbox"/> Lunar New Year | <input type="checkbox"/> Suspended |
| <input type="checkbox"/> Casualties | <input type="checkbox"/> More Troops | <input type="checkbox"/> Televised Images |
| <input type="checkbox"/> Defeated | <input type="checkbox"/> Positive Reports | <input type="checkbox"/> U.S. Embassy |
| <input type="checkbox"/> Dropped | <input type="checkbox"/> Quit | <input type="checkbox"/> Uprising |
| <input type="checkbox"/> End | <input type="checkbox"/> Smaller Attacks | <input type="checkbox"/> Walter Cronkite |
| <input type="checkbox"/> End | <input type="checkbox"/> Surprise Attack | <input type="checkbox"/> Winner |

A SURPRISE ATTACK

The Tet Offensive took place during Tet, the _____ 1. in Vietnam. Unlike previous years, hostilities were not _____ 2. Instead, around 80,000 North Vietnamese and Viet Cong forces launched a _____ 3. on South Vietnam on January 31, 1968. They targeted cities, military bases, and even the _____ 4. in Saigon. The communists aimed to provoke an _____ 5. against U.S. and South Vietnamese troops and convince the United States to withdraw from Vietnam. Leading up to the Tet Offensive, they distracted American and South Vietnamese forces with _____ 6. Although initially successful, the communist forces were ultimately _____ 7., with one of the fiercest battles occurring in Hue. The city held symbolic importance and was poorly defended. The battle resulted in heavy _____ 8. on both sides, with thousands of civilians massacred by the communists. Despite their military defeat, the Tet Offensive had a significant impact, as _____ 9. of the fighting led many to doubt the U.S. government's portrayal of the war.

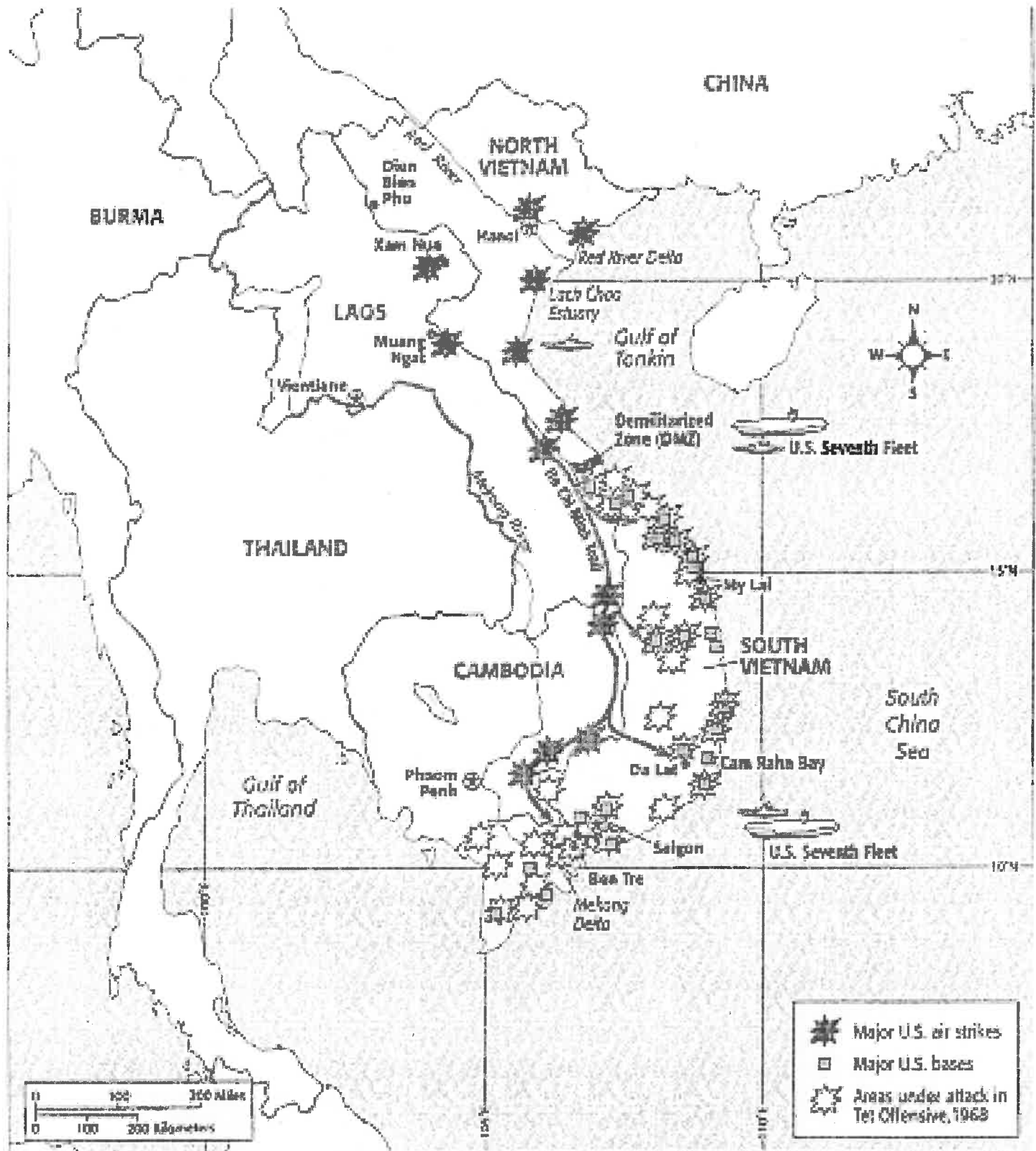
DISILLUSIONMENT WITH THE WAR

After the Tet Offensive, many Americans wanted the Vietnam War to _____ 10. _____ 11., a famous journalist, said the war would likely end without a clear _____ 12. In 1968, Secretary of Defense Robert McNamara _____ 13. because he realized he misjudged North Vietnam's determination. People were tired of the war and didn't trust the government's _____ 14. General Westmoreland asked for _____ 15., but only a few were sent. Clark Clifford, who replaced McNamara, advised President Johnson to reduce _____ 16. and find ways to _____ 17. the war. Johnson listened, but many thought it was too late. His popularity _____ 18., and the war hurt his presidency.

The Vietnam War Years

History and Geography

By 1968 U.S. combat troops had been fighting in Vietnam for many years. The American people, who had been told the war would soon be over, were stunned by the Tet Offensive. This event occurred when the Vietcong and North Vietnamese attacked many U.S. bases and areas in South Vietnam. Rather than drawing closer to the end, the war was heating up. Study the map below and answer the questions that follow.



Map Activity

1. Use a bright color to draw a line around the border of North Vietnam.
2. Use a bright color to draw a line around the border of South Vietnam.
3. Write an X at the Demilitarized Zone between North and South Vietnam.
4. Write a check mark on each of the four routes used by the Vietcong to attack targets in the Tet Offensive.
5. Draw a line to show a possible air route for supplies transported from the U.S. Seventh Fleet to the farthest south U.S. base in South Vietnam.

ANALYZING MAPS

1. **Place:** What major city was the target of a major U.S. air strike?
2. **Region:** Based on the map, where in South Vietnam were the greatest number of U.S. bases located?
3. **Location:** In what countries was the Ho Chi Minh Trail located?
4. **Evaluating:** Based on the map, why do you think the U.S. Seventh Fleet was located near the Gulf of Tonkin and in the South China Sea?
5. **Drawing Conclusion:** Based on the map, do you think the U.S. troops were successful in destroying the Ho Chi Minh Trail in 1968? How do you know?

1968: Violence and Division
Guided Chapter 18 Section 3.2
Pages 620-621

Directions- Chapter 18 Section 3.2- Use the following words/ phrases to complete the chapter summary.

- | | | |
|---|---|---|
| <input type="checkbox"/> 1968 Presidential Election | <input type="checkbox"/> Criticism | <input type="checkbox"/> Pro-War Policies |
| <input type="checkbox"/> Anti-War Stance | <input type="checkbox"/> Democratic National Convention | <input type="checkbox"/> Re-Election |
| <input type="checkbox"/> Assassinated | <input type="checkbox"/> Eugene McCarthy | <input type="checkbox"/> Senator Robert Kennedy |
| <input type="checkbox"/> Bombing | <input type="checkbox"/> Military Intervention | <input type="checkbox"/> Television |
| <input type="checkbox"/> California Primary | <input type="checkbox"/> Opposed the War | <input type="checkbox"/> Wouldn't |
| <input type="checkbox"/> Continued | <input type="checkbox"/> Police | |

A DIVIDED DEMOCRATIC PARTY

In 1968, President Johnson faced growing _____ 1., especially over the Vietnam War, which weakened his chances of winning _____ 2. Senator _____ 3. entered the Democratic primary against Johnson, gaining support for his _____ 4., especially from young people. McCarthy did surprisingly well in the New Hampshire primary, coming close to Johnson's vote count. Shortly after, _____ 5. also joined the race, further challenging Johnson's position. Kennedy, like McCarthy, _____ 6., though some worried his candidacy might split anti-war support. Johnson, realizing his declining popularity, announced he _____ 7. seek another term. Vice President Hubert Humphrey then entered the race with Johnson's backing but focused on winning delegate support rather than competing in state primaries. Peace talks began with North Vietnam in Paris, but disagreements over _____ 8. halts stalled negotiations. Heavy fighting _____ 9. in Vietnam, with American casualties mounting. Johnson's decision not to run, along with ongoing violence in Vietnam, shaped the landscape of the _____ 10.

VIOLENCE AND CHAOS

In 1968, Martin Luther King Jr. was _____ 11., leading to riots in over 100 cities across the United States. These riots, marked by fires and looting, prompted _____ 12. in some areas and resulted in thousands of arrests and numerous deaths. The year continued to be chaotic, with Senator McCarthy and Senator Kennedy competing fiercely in the primaries. However, Kennedy's campaign was cut short when he was assassinated shortly after winning the _____ 13. McCarthy continued in the race, but Vice President Humphrey became the favorite for the Democratic nomination. The _____ 14. in Chicago was heavily fortified, anticipating unrest. Thousands of antiwar protesters gathered, leading to clashes with _____ 15. Innocent bystanders were also affected, and the violence was broadcasted on _____ 16. Humphrey ultimately secured the nomination, causing disillusionment among McCarthy's supporters, who viewed Humphrey as continuing Johnson's _____ 17. Some young people disengaged from traditional society, feeling disillusioned with American values.

Letters Home from Vietnam

ABOUT THE READING After writing a letter, U.S. soldiers in Vietnam would simply write "Free" in place of a stamp and their letters would head home. Soldiers such as Captain Rodney R. Chastant and Private First Class George Robinson wrote these letters to stay in touch with their loved ones. Read to learn how Chastant and Robinson wrote about the war in their letters home.

As you read note the men's feelings about the war. How does each express his feelings?

Letter from Captain Rodney R. Chastant

Hhe-Phu Bai

29 June 68

Mom,

Today I received your letter in reply to my extension letter. You replied as I knew you would (always the mother who tries to put her son's wishes before her own, even when she is not sure it is best for his welfare. It made me sad. I want so much to make you proud...

It is not easy to say I opt for six more months of heat, sand, and shooting. I know there will [be] the nights that I suffer the loss of another friend. And nothing can make a man feel so alien or alone as [a] walk by the seashore as he tries to adjust to the loss of another friend in this godforsaken country. But that is part of the draw, the attraction, the challenge. Here there is a job to be done. There are moral decisions made almost every day. My experience is invaluable. This job requires a man of Conscience. The group of men that do this job must have a leader with a conscience. In the last three weeks we killed more than 1,500 men in a single operation. That reflects a lot of responsibility I am needed here, Mom. Not that I am essential or indispensable. But my degree of proficiency is now undisputed as the best in the 1st Marine Division. The young men coming in need the leadership an older hand. I am that hand. I am the man. I relish the opportunity...

The incompetence and the wrongs committed in Vietnam are staggering. But through it all I see a little light. Some men choose to fight on the streets. Some choose to fight in the universities. Some choose to fight in the parliaments. My choice is between two options—fight in Vietnam or shut up. I choose Vietnam. If I am to contribute, it must be Vietnam. And when I get home, you too will see that little light.

Your son, Rod

Letter from PFC George Robinson

Dear Mom,

I've seen some things happen here lately that have moved me so much that I've changed my whole outlook on life. I'll be the same in actions, I guess, but inside I'll be changed. I feel different now after seeing some horrible things, and I'll never forget them. It makes you glad you're just existing. I can't say what I mean, but some of the things you see here can really change a man or turn a boy into a man.

Any combat GI that comes here doesn't leave the GI or Government Issue is a same. I don't mean the cooks, clerks, or special ser- slang term for a soldier vice workers, but the fighting man I doubt if any- body realizes what combat is really like I thought I knew until a few days ago when I started facing harsh realities and forgetting TV and movie interpretations. I never had much respect for GIs even after I was in for a while, but since I've seen what his real job is, I have more respect for him than any man on earth. To shoot and kill somebody, turn your head and walk away isn't hard; it's watching him die that's hard, harder than you could imagine and even harder when it's one of your own men.

I've said enough about it. Don't ask any questions When I come home if I feel like talking about it I will, but otherwise don't ask, It may sound dramatic, and I'll tell you, it is It's Just something you emotions don't feel like discussing and can't begin to write about.

Well, Mom. I'll sign off. Be careful driving.

Love, George

APPARTS

Document _____

Author: _____

Place & Time _____

Prior Knowledge: _____

Audience: _____

Reason: _____

The Significance: _____

WHAT DID YOU LEARN?

1. What do you think of Rod's reasons for wanting to stay in Vietnam?
2. How might George's outlook on life have changed by what he has seen in Vietnam?

MAKE A COMPARISON

1. In what ways are Rod and George's views of soldiers similar?
2. From George's letter, do you think he would agree or disagree with Rod's decision to stay in Vietnam? Explain your response.

Guided Outline of Chapter 18 Section 3.3

The Counterculture

Pages 622-623

1. **Main Idea:** The 1960s counterculture emerged as a reaction to conventional society, rejecting middle-class values, the war, and "the establishment."
2. **Antiestablishment:**
 - Definition:
 - Characteristics:
 - Frustration with war, politics, and discrimination.
 -
 -
 -
 - Key Figures:
 - _____ (name of individual) : Promoted psychedelic drug use.
 - Lifestyle:
 -
 -
3. **Woodstock Nation:**
 - Description of Woodstock Music Festival:
 - Held in August 1969
 - Billed as "_____"
 -
 - Impact:
 -
4. **Decline of Counterculture:**
 - Causes:
 -
 -
 -
 - End of Decade:
 -
 -

Review Questions

1. What were some common slogans adopted by young people during the counterculture movement of the 1960s?
2. What were the main reasons behind the emergence of the counterculture, often referred to as "hippies," during the 1960s?
3. Describe some key aspects of the Woodstock Music Festival of 1969 and its significance in relation to the counterculture movement.

Vietnamization Under Nixon
Guided Chapter 18 Section 4.1
Pages 624-627

Directions- Chapter 18 Section 4.1- Use the following words/ phrases to complete the chapter summary.

- | | | |
|---|--|---|
| <input type="checkbox"/> 20,000 | <input type="checkbox"/> Elderly | <input type="checkbox"/> Reductions |
| <input type="checkbox"/> Anti-communist | <input type="checkbox"/> Fair and random | <input type="checkbox"/> Richard Nixon |
| <input type="checkbox"/> Birthdates | <input type="checkbox"/> Four years | <input type="checkbox"/> Secret Bombing |
| <input type="checkbox"/> Cambodia and Laos | <input type="checkbox"/> Hide | <input type="checkbox"/> Secret plan |
| <input type="checkbox"/> Carpet bombing | <input type="checkbox"/> impact | <input type="checkbox"/> South Vietnam |
| <input type="checkbox"/> Classified | <input type="checkbox"/> Kent State | <input type="checkbox"/> Swift end |
| <input type="checkbox"/> Communists | <input type="checkbox"/> University | <input type="checkbox"/> Unarmed |
| <input type="checkbox"/> Congress | <input type="checkbox"/> Law and order | <input type="checkbox"/> Viet Cong |
| <input type="checkbox"/> Conscription process | <input type="checkbox"/> Legal and illegal | <input type="checkbox"/> Vietnamization |
| <input type="checkbox"/> Contradicting | <input type="checkbox"/> My Lai | <input type="checkbox"/> William Calley |
| <input type="checkbox"/> Denied | <input type="checkbox"/> Popular vote | <input type="checkbox"/> Withdrawal |
| <input type="checkbox"/> Devastated | <input type="checkbox"/> Public distrust | |

AN HONORABLE PEACE

In the 1968 presidential election, Republican _____ narrowly defeated Democrat Hubert Humphrey, winning by less than one percent in the _____. Nixon, known for his _____ stance since the 1940s and serving as Dwight Eisenhower's vice president, appealed to conservative Americans, who desired _____ amidst social unrest, calling them "the silent majority." During his campaign, Nixon promised a _____ to the Vietnam War without providing specifics, earning criticism for his vague "_____." Once in office, Nixon and his advisor Henry Kissinger devised a strategy called _____, gradually replacing U.S. troops with South Vietnamese forces to end the war. Nixon initiated withdrawals starting in June 1969 and announced further _____ by 1972. Despite concerns about training South Vietnamese troops, Nixon remained committed to his plan. Additionally, Nixon implemented changes to the _____, replacing the draft system with a lottery, assigning draft numbers based on _____ to determine eligibility for military service. This system aimed to make the draft _____, easing concerns about young men being drafted into the military during the Vietnam War.

COVERUPS AND SECRETS

In March 1968, U.S. troops led by Lieutenant _____ committed a horrific massacre in the village of _____ in South Vietnam, killing around 500 _____ civilians, mostly women, children, and _____ men. The Army tried to _____ the incident, but it was eventually exposed by the press in November 1969, leading to global outrage. Only Calley faced punishment, receiving house arrest for _____.

Meanwhile, President Nixon, aiming to end the Vietnam War, ordered _____ raids on neighboring countries _____, hoping to pressure communist forces into

negotiations. These bombings, starting in March 1969, were initially concealed from _____ and the public. Nixon intensified attacks using heavy bombardment, a tactic known as "_____", to display American resolve. However, the New York Times revealed the bombings in May 1969, prompting Nixon to aggressively pursue the source of the leak.

In April 1970, Nixon escalated U.S. involvement by sending _____ troops into Cambodia to target suspected Viet Cong bases. The announcement sparked nationwide protests, turning violent at _____ and Jackson State, resulting in tragic deaths. Nixon withdrew ground troops from Cambodia in June but faced further embarrassment with the release of the Pentagon Papers in 1971. The _____ documents, leaked by Daniel Ellsberg, revealed extensive U.S. involvement in Vietnam, spanning multiple administrations and _____ public perception.

Although Nixon was not implicated in the papers, he considered them an attack on his presidency and pursued Ellsberg through _____ means. The Pentagon Papers underscored the government's deception and escalated _____, further complicating Nixon's efforts to manage the war and maintain political stability.

THE END OF THE WAR

By 1972, Nixon reduced American troops in Vietnam to about 24,000, pursuing gradual _____. Yet, North Vietnam's attacks prompted Nixon to bomb them to push for peace. He won re-election, and in December, massive bombings _____ North Vietnam. A peace agreement was reached in January 1973, leading to U.S. troop withdrawal from _____. However, Nixon warned of further attacks if North Vietnam acted aggressively. Despite the agreement, the _____ planned an attack, and by March 1975, North Vietnamese troops invaded South Vietnam. Congress _____ aid, leading to Saigon's fall in April, marking the end of the war. The Vietnam War's legacy continued to _____ the United States for years afterward.

Making Economic Tradeoffs

The Vietnam War Years

ECONOMICS FOCUS Resources are limited in nations across the globe, so people who live in these countries can't have all the goods and services they want. They have to make tradeoffs. If they want more schools, for instance, then they have to give up something else, such as new highways.

As you read, think about things such as newer school computers or buildings that you wish would be provided by the government.

Economists have developed the concept of opportunity cost to help analyze tradeoffs. The opportunity cost of something is what you give up to get it. For example, if you have ten dollars, you may want to either see a movie or go play miniature golf. If you choose to see the movie, you give up the golf. Therefore, the opportunity cost of seeing the movie is the pleasure you would have gotten from playing miniature golf. Opportunity cost is the value of the next best alternative to whatever was chosen.

Because the U.S. government faces limited revenues, it must make tradeoffs. For example, whatever the government spends on social programs, such as education and healthcare, is money that cannot be spent on the military. Just after World War II, U.S. military spending decreased sharply. However, the Cold War, the Korean War, and the Vietnam War pushed military spending back upwards. Therefore, Johnson's Great Society plans, which included anti-poverty and healthcare programs, could not all be implemented because some of the money for them went toward fighting the Vietnam War. Spending money on social programs requires sacrificing spending on the military, just as spending on the military requires sacrificing social spending.

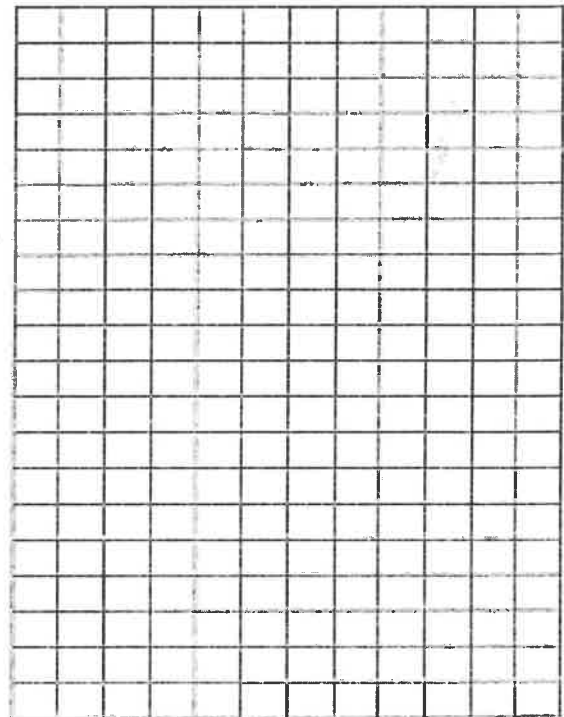
There is a useful way to gauge how much of a society's production of goods and services is allocated to either social programs or the military. You can look at what percentage of Gross Domestic Product is devoted to each, as shown in the following chart. Remember that GDP is the value of all the goods and services produced in a society in one year.

Directions: Use the data in the table to create two line graphs. Use one color for military spending, and another for social spending. Then answer the questions that follow.

U.S. Military and Social Spending, 1946–1968 (in millions of dollars)		
Year	Military	Social
1946	19.2	2.5
1948	3.6	3.8
1950	5.0	5.2
1952	13.2	3.4
1954	13.0	3.5
1956	9.9	3.8
1958	10.2	4.8
1960	9.3	5.0
1962	9.2	5.6
1964	8.5	5.5
1966	7.7	5.7
1968	9.4	6.8

Source: Historical Tables: Budget of the United States Government, Fiscal Year 2000

Spending (in Millions)



Year

1. In what year were military expenditures the least as a percent of GDP?
2. In what year were social expenditures the greatest as a percent of GDP?
3. What happened to military spending as social spending gradually increased?
4. Critical Thinking: Draw a Conclusion How would spending to rebuild after a natural disaster affect spending on new schools and highways?

Graphic Organizer- Legacy of the War

Chapter 18 Section 4.2

Pages 628-630

Directions- Take notes to help you identify the most important facts and details you encounter as you read section 4.2.

Casualties of War
Main idea:
Details:





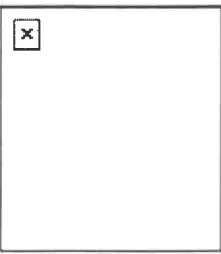
Lessons of War
Main idea:
Details:

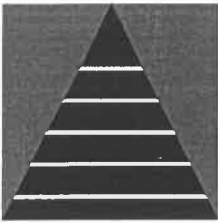


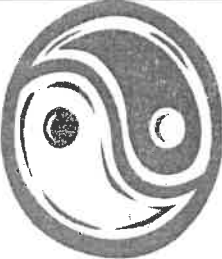

Political & Social Change
Main idea:
Details:

Review Questions

1. How many American prisoners of war (POWs) were released by the North Vietnamese after the signing of the January 1973 peace agreement?
2. What is the name given to one of the worst prison camps where American soldiers were tortured and interrogated in North Vietnam's capital?
3. What was the primary reason behind the normalization of relations between the United States and Vietnam in the 1990s, despite initial opposition from veterans' groups?
4. Who argued for the reduction of the voting age to 18 during the Vietnam War, citing the risks faced by young soldiers?
5. What significant political change occurred a couple of years after the Vietnam War, aimed at preventing future conflicts without congressional approval?

History Themes: Vietnam War

SYMBOL	THEME	QUESTION TO ANSWER	EXAMPLES DEMONSTRATED IN UNIT
	MODERN DAY RELEVANCE	WHY DOES IT MATTER TODAY?	Events that effect how we live today? How does this affect us? What contributions or ideas do we get from this group or area? What they did differently than we do?
	CIVIC RESPONSIBILITY	WHAT IS THE CITIZEN'S ROLE IN SOCIETY?	What are the people suppose to do? What are the laws, rules, codes, unwritten expectations. Roles of women/men and children.
	SCIENCE AND TECHNOLOGY	HOW DOES SCIENCE AND TECHNOLOGY AFFECT SOCIETY?	Inventions, Advancements, things that effect today's world, How did they improve something?
	MULTIPLE PERSPECTIVES	HOW IS THE WORLD UNDERSTOOD FROM DIFFERENT POINTS OF VIEW?	How did groups of people see the society different? Ex. Slaves vs. rich. Kings vs. Priests Workers vs. nobility Hunter gatherer v. civilized man
	GEOGRAPHY	WHAT IS THE RELATIONSHIP BETWEEN HUMANS AND THE ENVIRONMENT?	

	ECONOMIC AND SOCIAL CLASSES	HOW DO MONEY AND RESOURCES AFFECT THE WAY PEOPLE LIVE?	What was the social class of the area or civilization? What defined each social class? How did they create wealth? What was there economic system? What resources did they have available to them?
	POWER	HOW DO NATIONS, GROUPS, AND INDIVIDUALS ATTAIN AND MAINTAIN POWER?	Who has it? How did they use it? How did they get it/lose it/pass it on? What type of government? Did they get too much? People?
	CULTURE	WHAT ARE THE TRADITIONS, BELIEFS AND VALUES SHARED BY A GROUP OF PEOPLE? (ART FAMILY RELIGION)	Celebrations, food, clothing, Religion, music, tools, language, social customs, entertainment, holidays, technology, government, values, attitudes, and gender roles.
	CONFLICT AND COOPERATION	HOW DO NATIONS, GROUPS, AND INDIVIDUALS SOLVE PROBLEMS AND OVERCOME DIFFERENCES?	What problems did they face? How did they fix or deal with them? Why did the problems exist? How did they work together to solve?
	JUSTICE	HOW DO NATIONS, GROUPS, AND INDIVIDUALS DEVELOP AND MAINTAIN A CONCEPT OF RIGHT AND WRONG?	Rules, Laws, guidelines, punishments, safety. Justice system? Trials? Government