

Anti-Vietnam War Movement Lesson Plan

Central Historical Questions:

Why did many Americans oppose the Vietnam War?

Materials:

- Anti-War Images Powerpoint
- Anti-War Timeline
- Anti-War Documents A and B
- Anti-War Documents Graphic Organizer

Plan of Instruction:

1. Project Anti-War Images Powerpoint and hand out Anti-War Timeline.

Explain that though the Gulf of Tonkin Resolution was passed in 1964, anti-war sentiment really grew after 1968.

Using the images and the timeline, ask students to fill in the graphic organizer with their initial hypothesis in response to the question: *Why did many Americans oppose the Vietnam War?*

2. Elicit student answers. They should draw on information in the Anti-War Timeline, but also draw inferences about the anti-war movement from the images of young students.
3. Hand out Documents A and B and Graphic Organizer. Have students complete Graphic Organizer for those two documents.
4. Class discussion:
 - Why did MLK and John Kerry oppose the war?
 - Why did anti-war sentiment grow after 1968?
 - Based on what you read, who opposed the war in Vietnam? Was it mostly college kids?
 - Using all the documents, why did many Americans oppose the Vietnam War?
 - Considering the context, can you speculate what those Americans who *supported the war* said?

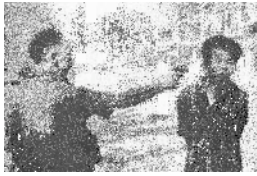
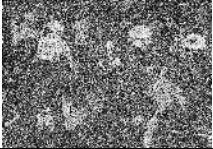

Citations:

Martin Luther King, Jr. "Beyond Vietnam," April 4, 1967, Riverside Church in New York City. <http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>

John Kerry, testimony to the U.S. Senate Committee on Foreign Relations, April 23, 1971.

http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/VVAW_Kerry_Senate.html

Anti-Vietnam War Movement Timeline

1965	180,000 American forces in Vietnam
1967	500, 000 American forces in Vietnam
Oct. 1967	75,000 protest against the Vietnam War in Washington D.C.
Jan. 1968 	Tet Offensive: Surprise attack on South Vietnamese cities by Vietcong and North Vietnamese forces. Ultimately, it was a military loss for the Communists. But Americans watched on TV and were shocked and horrified that the U.S. was caught off-guard. CBS news anchor, Walter Cronkite, famously said, "'We have been too often disappointed by the optimism of the American leaders, both in Vietnam and Washington,. . . [We] are mired in a stalemate that could only be ended by negotiation, not victory.'"
Feb. 1968	60% of Americans disapprove of Johnson's handling of the war
April 4, 1968	Martin Luther King, Jr. assassinated
June 4, 1968	Robert F. Kennedy assassinated. Many believe that RFK would have been the Democratic nominee for president.
Jan-June 1968	221 college protests against the Vietnam war
Aug. 1968 	Democratic National Convention: 10,000 anti-war protesters clash with policemen and National Guardsmen. The violence is caught on television.
Nov. 1969	My Lai Massacre: Americans first hear of the My Lai massacre, which occurred in March 1968, when U.S. troops brutally attacked 300-500 Vietnamese, mostly women and children. Knowledge of the incident sparks public outrage.
April 1970	Cambodia: President Nixon announces that American forces have bombed parts of the Ho Chi Minh trail throughout Laos and Cambodia. This announcement angers Americans because Nixon campaigned on the promise of ending the war.
May 1970 	Kent State: Student protest at Kent State University against Nixon's invasion of Cambodia. National Guardsmen are brought in to break up the protest. They wound 9 students and kill 4 (2 of whom were not involved in the protest). Jackson State: (June 1970) Student protest at an all-black college in Mississippi. National Guardsmen shoot and kill 2 students, wounding 12.
June 1971	Pentagon Papers: Top-secret military report that was leaked to the <i>New York Times</i> and revealed that the U.S. had drawn up plans to go to war with Vietnam even when President Johnson claimed he wouldn't send troops.

Document A: Martin Luther King, Jr.

I come to this platform tonight to make a passionate plea to my beloved nation.

There is at the outset a very obvious . . . connection between the war in Vietnam and the struggle I and others have been waging in America. A few years ago. . .it seemed as if there was a real promise of hope for the poor, both black and white, through the poverty program. There were experiments, hopes, new beginnings. Then came the buildup in Vietnam, and I watched this program broken and eviscerated [gutted] And I knew that America would never invest the necessary funds or energies in rehabilitation of its poor so long as adventures like Vietnam continued to draw men and skills and money like some demonic, destructive suction tube. So I was increasingly compelled to see the war as an enemy of the poor and to attack it as such.

Perhaps a more tragic recognition of reality took place when it became clear to me that the war was doing far more than devastating the hopes of the poor at home. . . . We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem. So we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them together in the same schools. . . .

As I have walked among the desperate, rejected, and angry young men, I have told them that Molotov cocktails and rifles would not solve their problems. . . .But they asked, and rightly so, "What about Vietnam?" . . . Their questions hit home, and I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the greatest purveyor [supplier] of violence in the world today: my own government. For the sake of those boys, for the sake of this government, for the sake of the hundreds of thousands trembling under our violence, I cannot be silent.

Somehow this madness must cease. We must stop now. I speak as a child of God and brother to the suffering poor of Vietnam. I speak for those whose land is being laid waste, whose homes are being destroyed, whose culture is being subverted. I speak for the poor of America who are paying the double price of smashed hopes at home, and death and corruption in Vietnam. I speak as a citizen of the world, for the world as it stands aghast at the path we have taken. I speak as one who loves America, to the leaders of our own nation: The great initiative [power to take charge] in this war is ours; the initiative to stop it must be ours.

Source: Martin Luther King's speech, "Beyond Vietnam," delivered April 4, 1967, at a meeting of Clergy and Laity Concerned at Riverside Church in New York City.

Document B: John Kerry

I would like to talk on behalf of all those veterans. . .

In our opinion and from our experience, there is nothing in South Vietnam which could happen that realistically threatens the United States of America. And to attempt to justify the loss of one American life in Vietnam, Cambodia or Laos by linking such loss to the preservation of freedom. . . is to us the height of criminal hypocrisy, and it is that kind of hypocrisy which we feel has torn this country apart. . .

We found most people didn't even know the difference between communism and democracy. They only wanted to work in rice paddies without helicopters strafing [repeatedly attacking] them and bombs with napalm burning their villages and tearing their country apart. . . .

We rationalized destroying villages in order to save them. . . . We learned the meaning of free fire zones, shooting anything that moves, and we watched while America placed a cheapness on the lives of orientals. . .

Each day . . . someone has to give up his life so that the United States doesn't have to admit something that the entire world already knows, so that we can't say that we have made a mistake. Someone has to die so that President Nixon won't be, and these are his words, "the first President to lose a war."

We are asking Americans to think about that because how do you ask a man to be the last man to die in Vietnam? How do you ask a man to be the last man to die for a mistake?. . .

We are here to ask, and we are here to ask vehemently, where are the leaders of our country? Where is the leadership? We're here to ask where are McNamara, Rostow, Bundy, Gilpatrick, and so many others? Where are they now that we, the men they sent off to war, have returned? These are the commanders who have deserted their troops. And there is no more serious crime in the laws of war.

We wish that a merciful God could wipe away our own memories of that service as easily as this administration has wiped away their memories of us. But all that they have done . . . is to make more clear than ever our own determination to undertake one last mission -- to search out and destroy . . . the hate and fear that have driven this country these last ten years and more.

Source: John Kerry, testimony to the U.S. Senate Committee on Foreign Relations, April 23, 1971. John Kerry was a veteran who returned from Vietnam in April 1969, having won early transfer out of the conflict because of his three Purple Hearts. He joined a group called Vietnam Veterans Against the War.

**Engage: 9th - 12th Grade
Sample Task Analysis**

Task Analysis Tool (Version 2)
Understanding Language Initiative, Stanford University
Draft, May 28, 2015

Task Analysis Step	Guiding Questions and Resources	Analysis								
Step 1: Examine and Identify Appropriate Instructional Task	<p>Guiding Questions:</p> <p>Is/does this task:</p> <ul style="list-style-type: none"> • Clear in its expectations? • Grade-level appropriate? • Aligned to the standards? • Require students to use language, and analytical skills as well as demonstrate their content knowledge? 	<p>Is this an appropriate task for analysis? Why?</p> <ul style="list-style-type: none"> • Expectations are clear b/c students behavior • Grade level content: Question • Aligned to CCSS: state standards • Requires rich use of Content Knowledge, complex analytical skills: language practices. 								
Step 2: Identify Task Demands	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Write down everything that students need to demonstrate, know, or do in order to successfully complete this task. • To do this, read (or watch) the task instructions. <p>Resources:</p> <ul style="list-style-type: none"> • For Content Knowledge: <u>Common Core State Standards, Next Generation Science Standards</u>, or other relevant standards (e.g., district, state, etc.) • For Analytical Skills: <u>Depth of Knowledge (DOK) Levels</u> • For Language Practices: <u>Language Functions and Forms</u> 	<p>What do students need to do and know in terms of...?</p> <table border="1"> <thead> <tr> <th data-bbox="678 997 966 1039">Content Knowledge</th> <th data-bbox="966 997 1253 1039">Analytical Skills</th> <th data-bbox="1253 997 1539 1039">Language Practices</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 1039 966 1575"> <ul style="list-style-type: none"> • Social/Political/economic influences • Vocab: Social/Political economic • Popular opinions on Viet. war • Evaluate primary sources • Comprehend Primary Sources </td> <td data-bbox="966 1039 1253 1575"> <ul style="list-style-type: none"> • Construct opinion • Summarize opinion • Analyze text and oral arguments • infer meaning • Critique the argument of others • Site evidence • Synthesize to create a strong argument • Comprehend • Interpret </td> <td data-bbox="1253 1039 1539 1575"> <ul style="list-style-type: none"> • Read: Comprehend Multi-Sources • Participate in class dis: debate • Draw conclusion • express opinion • Draw on evidence to support concl. • Critique ^{Building off others' ideas.} • Ask clarifying questions • Consider Audience • develop argument • Compare/Contrast Voc: justify: Opinion </td> </tr> </tbody> </table>			Content Knowledge	Analytical Skills	Language Practices	<ul style="list-style-type: none"> • Social/Political/economic influences • Vocab: Social/Political economic • Popular opinions on Viet. war • Evaluate primary sources • Comprehend Primary Sources 	<ul style="list-style-type: none"> • Construct opinion • Summarize opinion • Analyze text and oral arguments • infer meaning • Critique the argument of others • Site evidence • Synthesize to create a strong argument • Comprehend • Interpret 	<ul style="list-style-type: none"> • Read: Comprehend Multi-Sources • Participate in class dis: debate • Draw conclusion • express opinion • Draw on evidence to support concl. • Critique ^{Building off others' ideas.} • Ask clarifying questions • Consider Audience • develop argument • Compare/Contrast Voc: justify: Opinion
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are we brainstorming first? then looking @ standards.

Task Analysis Step	Guiding Questions and Resources	Analysis								
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15. LIA: Comp prepared to discuss
 9. Present ideas clearly
 10. adapt content.
 Interpret
 Comprehend. compare/contrast Integrate.

Step 3: Identify Disciplinary Practice(s)

Guiding Question:

What disciplinary practice(s) are most relevant to this task?

Resources:

- Core Disciplinary Practices PDF (Find in Resources)
- Interactive Correspondence between Practices, Tasks, and Functions PDF (Find in Resources)

What are the relevant disciplinary analytical practices for this task:

ELA PRACTICE 1- Students had to analyze the two texts to even start the task

ELA PRACTICE 3 – construct arguments and critique the reasoning of others – the nature of philosophical chairs is that you have to talk back and forth and try to convince each other.

ELA PRACTICE 5 – through the discussion prompts and activity students are required to build on the ideas of others

ELA PRACTICE 6 – Communicating context-specific messages – students have to use specific structures in order to communicate their thinking, state their arguments, and agree or disagree. It appeared that students had received instructions in engaging in an academic discourse.

~~ELA PRACTICE 4 – Did they do the research or not? Seems like no.~~

Step 4: Identify ELP Standard(s)

Guiding Questions:
 What English Language Proficiency Standards are reflected in this task?

Which of these ELP standards do you feel comfortable measuring or intend to assess?

Resources:

- [The ELP Standards](#)
- [Alternative Organization of Standards](#)
- The K-12 Practices Matrix (Find in Resources)

What are the relevant ELP standards for this task? Please include your reasoning behind selecting these standards.

ELP Standard	Your Reasoning
ELP 1	Very important in this case; have to construct meaning in order to make claims and support them
ELP 2	This is a big discussion one – there is a big component of critiquing each others’ arguments. This matches very well with ELA Practice 5, because they have to build on each others’ ideas in order to argue their own ideas effectively.
ELP 3	Through conversation, keep looking at Standard 4 and with this one being more of a debate, I think I could drop Standard 3 and focus more on 4
ELP 4	Have to present their claim, their reasoning, based on the evidence in the speeches. Does this connect to 5?
ELP 5	How much of the research are they conducting?
ELP 6	Critique the arguments of others orally – integral to the debate structure. They could also change sides if they evaluated the arguments of others
ELP 7	Adapt language choice to purpose and audience – very specific and contextual activity – evidence of particular register of academic debate (maybe also salient?)
ELP 8	Students have to determine the meaning of other students’ oral presentations
ELP 9 & 10	Important in order to have others understand your arguments and persuade others to come to your side. These are in service to the others’ standards.

The most important to assess in this task are 4 and 6 because the ability to state a claim and support it and then to critique others in the debate are critical. Also 7 because this is a particular register and students must be explicitly taught the register. It’s socially constructed. They could all be assessed together, because as you’re listening to whether they express claims effectively, you’re listening for the register.

Engage: 6th-8th Grade Task – Sample Student Work

Prompt: "Why did people oppose the Vietnam War? Was it mainly for social, political, or economic reasons?"

Response 1:

These are the reasons people opposed the war.

First there was discrimination against Blacks in the United States where they did not have equal access in restaurants and schools. But if they were enrolled in the military they were expected to work, fight and obey orders like anyone else. And they were expected to fight in another country for the liberties of people in Vietnam. This seemed to be a kind of hypocrisy, which was also shown by some leaders in the United States. They wanted to fight the war in Vietnam to fight against communism because they believed in individual liberty. But the same liberty was denied to the black soldiers fighting the war. These reasons made people oppose the Vietnam war.

Response 2:

I think that people mainly opposed the Vietnam war because of social reasons. I think that this is because people wanted to have freedom and equality in their own country before fighting for another country's freedom. This is shown in Martin Luther King's anti-war speech where the text says, "So we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them together in the same schools." This proves my point because many people in the USA didn't have freedom at that time, so they would likely rather fight for their own freedom than the freedom of somebody they didn't even know. Why should they lay down their lives for another's freedom when they themselves weren't free? This is also shown in John Kerry's speech when he says, "to attempt to justify the loss of one American life in Vietnam, Cambodia or Laos by linking such loss to the preservation of freedom. . . is to us the height of criminal hypocrisy, and it is that kind of hypocrisy which we feel has torn this country apart." This shows that people mainly opposed the Vietnam war because of social reasons because it shows that the loss of a life is not worth the freedom that could be won by other means, and we do not have the right to fight for these people's freedom when we do not have this freedom ourselves. John Kerry pointed out that it was hypocritical to fight another country to ensure their freedom when America still had inequality here at home. This is why I think that people mainly opposed the Vietnam war because of social reasons.

Using ELP Standards Level Descriptors (PLDs) to Interpret Student Work

Understanding Language/SCALE, Stanford University
October 2016

Task: Philosophical Chairs Writing: Grade 9-12

Step 1	Examine the Identified ELP Standard(s) and Corresponding Level Descriptors
Consulting ELP Standards and Level Descriptors	<ul style="list-style-type: none"> <input type="checkbox"/> Examine the identified ELP Standard(s) and corresponding level descriptors for the task <input type="checkbox"/> If there are many applicable standards, choose one or two that relate to your students' areas of growth. <p>Notes: Sample 1:</p> <ul style="list-style-type: none"> • Teachers initially identified # 1, 2, 4, 6, 7, 8, 9, 10 with 4, 6, & 7 being most important to assess. • Considered #4 but settled on #6 because students are required to look at primary source documents & analyze arguments of others.
Step 2	Interpret Student Work Using the Standards Level Descriptors
Using ELP Standards Level Descriptors as rubrics to interpret student work	<ul style="list-style-type: none"> <input type="checkbox"/> Do the same standards apply when you examine your students' output? <input type="checkbox"/> What level(s) most accurately describe your students' work? <input type="checkbox"/> Remember that the interpretation only tells you the level of this specific piece of student work; your students' levels might shift based on different tasks or learning objectives. <input type="checkbox"/> Identify patterns (similarities or differences) in your students' work if you are interpreting multiple pieces. <p>Notes: Sample 1:</p> <ul style="list-style-type: none"> • Natalie says that students identify a main or controlling idea and describe some reasons, but no textual evidence (from PLD 3). The student also fails to identify which speaker he/she is pulling evidence from. • Jobi points out that level 2 asks students to identify, and level 3 asks students to explain. Even though student doesn't identify which speakers, he explains why. Therefore, she thinks the student should be placed at level 3. • Brenda points out that the prompt asks why "people" opposed the war, not why these two speakers did. Therefore, the student may be drawing from prior knowledge, not just these two speakers. • Natalie is convinced it's a level 3.

	<ul style="list-style-type: none"> • Shaeley says student doesn't make clear whether he/she is arguing for social political or economic reasons, reader has to infer, so it's not at a level 4. • Teachers agree it's a level 3. <p>Sample 2:</p> <ul style="list-style-type: none"> • Jobi thinks student is between a 4 and a 5. • Natalie points out that the difference between 4 and 5 is being able to cite specific textual evidence to support claims and carry that through. Student has identified the reason (social) and included specific textual evidence in the form of direct quotes. • Jobi notes that this is a good model for what the task is asking for. • Teachers agree it's a level 5.
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Step 3	Identify strategies to support student needs
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<p>Identifying instructional supports to improve student learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use the identified level (and perhaps the next level) to provide student with formative feedback. <input type="checkbox"/> Use the identified patterns in student work to plan for instructional adjustments. <input type="checkbox"/> Consult relevant state/district resources for suggested strategies. <p>Notes: Sample 1 and 2:</p> <ul style="list-style-type: none"> • Graphic organizer to use during reading. Something with the text across the top and reasons on the side. • Double-entry journal students can take notes in during reading to use for reference later. • A graphic organizer that organizes what the text says, what the students know about it, and then an inference or analysis based on those.
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Engage: 9th-12th Grade Task – Sample Student Work Prompt: "Why did people oppose the Vietnam War? Was it mainly for social, political, or economic reasons?"

Student Response 1: L3

- These are the reasons people opposed the war. First there was discrimination against Blacks in the United States where they did not have equal access in restaurants and schools. But if they were enrolled in the military they were expected to work, fight and obey orders like anyone else. And they were expected to fight in another country for the liberties of people in Vietnam. This seemed to be a kind of hypocrisy, which was also shown by some leaders in the United States. They wanted to fight the war in Vietnam to fight against communism because they believed in individual liberty. But the same liberty was denied to the black soldiers fighting the war. These reasons made people oppose the Vietnam war

Student Response 2: L5

- I think that people mainly opposed the Vietnam war because of social reasons. I think that this is because people wanted to have freedom and equality in their own country before fighting for another country's freedom. This is shown in Martin Luther King's anti-war speech where the text says, "So we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them together in the same schools." This proves my point because many people in the USA didn't have freedom at that time, so they would likely rather fight for their own freedom than the freedom of somebody they didn't even know. Why should they lay down their lives for another's freedom when they themselves weren't free? This is also shown in John Kerry's speech when he says, "to attempt to justify the loss of one American life in Vietnam, Cambodia or Laos by linking such loss to the preservation of freedom. . . is to us the height of criminal hypocrisy, and it is that kind of hypocrisy which we feel has torn this country apart." This shows that people mainly opposed the Vietnam war because of social reasons because it shows that the loss of a life is not worth the freedom that could be won by other means, and we do not have the right to fight for these people's freedom when we do not have this freedom ourselves. John Kerry pointed out that it was hypocritical to fight another country to ensure their freedom when America still had inequality here at home. This is why I think that people mainly opposed the Vietnam war because of social reasons.

Corresponding ELP Standards

2-participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

3-speak and write about grade-appropriate complex literary and information texts and topics.

4-construct grade-appropriate oral and written claims and support them with reasoning and evidence.

6-analyze and critique the arguments of others orally and in writing.

Students analyze Student Response #2 to look for organizational pattern and how it answers the prompt completely.

1. Students are given the paragraph which has been taken apart sentence by sentence. Students have all individual sentences and must put the paragraph back together with a partner in 5 minutes.
2. Next, students rebuild the paragraph by analyzing the sentence structure and organization of content. **Discussion questions:** What cues does the writing give that help us to determine the correct order of the sentences? What patterns emerge? How did your own writing compare to this writing? What might you have missed? What was the same?
3. Students will recognize pattern by highlighting the paragraph for different parts to draw out the pattern. Students highlight & underline –
 - A. Topic sentence and conclusion sentence: green
 - B. Evidence: red
 - C. Explanation of evidence: blue
 - D. Transition words/phrases: underline

Student discussion
& analysis of text throughout

Sentence-by-sentence break down of paragraph with noted transition between sentences for discussion.

- I think that people mainly opposed the Vietnam war **because of social reasons**.
- **I think that this is** because people wanted to have **freedom and equality** in their own country before fighting for another country's freedom.
- **This is shown** in Martin Luther King's anti-war speech where the text says, "So we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been **unable to seat them together in the same schools**."
- **This proves my point because** many people in the USA didn't have freedom at that time, so they would likely rather fight for their own freedom than the freedom of somebody they didn't even know.
- Why should they lay down their lives for another's freedom when they themselves weren't free?
- **This is also shown** in John Kerry's speech when he says, "to attempt to justify the loss of one American life in Vietnam, Cambodia or Laos by linking such loss to the preservation of freedom. . . is to us the height of criminal hypocrisy, and it is that kind of hypocrisy which we feel has torn this country apart."
- **This shows that people** mainly opposed the Vietnam war because of social reasons because it shows that the loss of a life is not worth the freedom that could be won by other means, and we do not have the right to fight for these people's freedom when we do not have this freedom ourselves.
- **John Kerry pointed out** that it was hypocritical to fight another country to ensure their freedom when America still had inequality here at home.
- **This is why I think** that people mainly opposed the Vietnam war **because of social reasons**.

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Follow-up assignment options:

1. Write a 6-paragraph essay detailing one example of all three reasons why people opposed the Vietnam war, ending with your point of view given the evidence provided.
2. Take on one of the voices of opposition to the Vietnam war and prepare a persuasive speech that outlines why you opposed it. Use evidence.
3. Other ideas?