



The Eve of Destruction?

Vietnam Era



Susan McHale, Phillip Pond

Published by K20 Center

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)

Grade Level	9th – 12th Grade	Time Frame	4-5 class period(s)
Subject	Social Studies	Duration	225 minutes
Course	U.S. History		

Essential Question

Why did Americans become opposed to the Vietnam War?

Summary

Students compare and contrast video clips of World War II with the Vietnam War. They identify tone and viewpoints expressed about each war. Small groups research events and commentary during the Vietnam War which led to greater anti-war sentiment. Student groups create and present a cause and effect timeline of how opposition to the Vietnam War developed. Students listen to and read lyrics from protest songs of the Vietnam War era. They summarize the intent of the songs and then present a protest song of this generation that they believe represents some issue of today.

Snapshot

Engage

Student pairs develop a hypothesis after watching video clips comparing and contrasting World War II to the Vietnam War.

Explore

Students create an Anti-Vietnam War Cause and Effect timeline identifying at least 10 events that led to anti-war sentiment and unrest.

Explain

Students research significant events and then present the timeline with explanation of how anti-war sentiment grew as the war continued, explaining the cause (event) and its effect.

Extend

Students discern which events were most significant in creating and developing an anti-war sentiment in the US. Students listen to protest songs of the Vietnam Era. They select a protest song that reflects their own generation's struggle.

Evaluate

The Venn Diagram, the Cause and Effect flowchart and the timeline presentation serve as the assessments.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.6.3: Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment.

Attachments

- [Cause and Effect Flowchart Research sites - Spanish.docx](#)
- [Cause and Effect Flowchart Research sites.docx](#)
- [Cause and Effect Flowchart - Spanish.docx](#)
- [Cause and Effect Flowchart.docx](#)
- [Compare Contrast Venn Diagram Vietnam War - Spanish.docx](#)
- [Compare Contrast Venn Diagram Vietnam War.docx](#)
- [Vietnam Era Song Lyrics - Spanish.docx](#)
- [Vietnam Era Song Lyrics.docx](#)

Materials

- Compare Contrast Venn Diagram (attached)
- Cause and Effect Flowchart (attached)
- Cause and Effect Flowchart Research Sites handout (attached)
- Student devices with internet access
- Poster or roll paper for timelines
- Vietnam Era Song Lyrics handout (attached)

Engage

Students watch 5 to 10 minutes of the [All Out for Victory propaganda news film](#) from World War II. Students are asked to watch for the American response to the war effort in the World War II video. Is it positive or negative? Look for details that might illustrate or support your understanding of whether it was positive or negative.

Embedded video

<https://youtube.com/watch?v=czHRSVQ6koc>

After viewing this second film, have the class discuss and reflect upon tone, viewpoint, and whether the Vietnam War had the same positive or negative perspective. Have students watch the second film about Vietnam that further talks about the student protests on college campuses including the [Kent State Massacre footage](#).

Explore

Pair students in the classroom and ask them to complete a Venn Diagram of what differences and similarities they saw between the World War II video clip and the video clips about the Vietnam War.

Have the pair develop an hypothesis of why Americans became opposed to the Vietnam War effort. Have pairs share this with the class.

Explain

Student pairs will research key events surrounding the Vietnam War that may have contributed positively or negatively to the American response about the war. The teacher will supply either a packet of materials from the websites suggested or give students internet access to these websites for research. A list of the websites is included in your materials. Student pairs will work together to complete the **Cause and Effect Flowchart** with the websites or other internet research.

Once the research has been completed, student pairs will use the flowchart as a basis to create a timeline that includes events and commentary from the years 1964 to 1975 about the Vietnam War. The timeline is used to identify the growing anti-war sentiment in the US. They include at least 10 events that may have caused or led to anti-war sentiment and any commentary that might support the anti-war trend. Remind students of the essential question: Why did Americans become so opposed to the Vietnam War? They may need to conduct additional research to complete their timeline.

Students will create either a poster-size timeline or paper roll timeline or if possible, use web-based timeline sites for their research such as: [Time toast](#) or [Dipity](#).

Student pairs will present to the class the 10 events (causes) and effects timeline that supported a growing anti-war sentiment. Have pairs support their hypothesis of why Americans became opposed to the Vietnam War by explaining events or effects of the events that contributed to a positive or negative viewpoint about Vietnam.

Extend

Pass out lyrics to Eve of Destruction (1965) by Barry McGuire; Fortunate Son (1967) by Credence Clearwater Revival; Ohio (1970) by Crosby, Still, Nash, and Young; Imagine (1971) by John Lennon from the student handouts.

Engage students by playing each song as they read the lyrics silently. All songs except Imagine are available for free play on [Spotify](#). All songs are also available on [AZ Lyrics](#).

Ask students to form groups of four and analyze the five protest songs. What was each song's message about war or the Vietnam War? What do the song lyrics emphasize or point out? Student responses could include: Fortunate Son is about certain young men did not have to become soldiers. They were exempt or deferred from going to war. Eve of Destruction talks about our ability to wipe out civilization. Ohio is about the Kent State massacre of students — four dead in Ohio. Imagine is about one peaceful world without national boundaries.

Teacher's Note: Another Option

To shorten this assignment, have student groups assigned to just one protest song. They analyze the lyrics and find out the background information of the song. They present their findings to the class and play the song.

Have the group decide upon their own protest song for their generation. Why does it reflect your generation's struggle, protest, or a reflection of today's society? Have each group present their song lyrics, explain its message, and allow the song to be played.

Evaluate

The Venn Diagram, the Cause and Effect Flowchart Research, and the timeline will serve as the assessments for this lesson.

Resources

- Gardner, M. (2009, Sept. 28). News on the Vietnam War [Video]. YouTube.
<https://www.youtube.com/watch?v=4oPMnVef1t4>
- Nuclear Vault. (2009, Sept. 18). All Out For Victory (Ca 1943) [Video]. YouTube.
<https://www.youtube.com/watch?v=czHRSVQ6koc>