

## Why is the Vietnam War so Controversial?



Rachael Armbrust  
University of Wisconsin- Whitewater

Vietnam Wall < [http://farm1.static.flickr.com/199/498813922\\_ad866c8e27.jpg](http://farm1.static.flickr.com/199/498813922_ad866c8e27.jpg)>

The United States was in the early years of the Cold War with the Soviet Union. Ho Chi Minh had quickly gained power and popularity in the country of Vietnam for his efforts to gain the country's independence from France. The United States was not ready to go to war with Ho Chi Minh. However, with the Truman Doctrine being written the United States would shortly find themselves involved. The involvement started to a basic alliance with France by giving them supplies and weapons, but quickly escalated into U.S. presence in a full out war. Perhaps the steps taken to start the war are one reason the Vietnam War has become known as one of the most controversial wars in history, but what specific things contributed to this horrible war? It is important for students to have good, solid knowledge about what the Vietnam War was and why it occurred, but it can be argued that it is just as important for students to understand and analyze the importance behind the events of the war that make it such a controversial time in world history.

<b>Overview</b>	
Objectives: Knowledge	Students will: <ul style="list-style-type: none"> <li>Identify possible reasons of why the Vietnam War is and was so controversial.</li> </ul>
Objectives: Skills	Students will: <ul style="list-style-type: none"> <li>Analyze and interpret primary and secondary sources</li> <li>Make and argument and support that argument using evidence from the data sets</li> <li>Show respect for the war and the different views that surround it (disposition)</li> </ul>
Essential Question	What made or still makes the Vietnam War so Controversial?
Recommended	The time allotted for the data set activity is 4-5 45 minute class

time frame	<p>periods for the discussion of data sets. If the discussions following the data sets are fairly well and in depth, then I presume that the activity will take about 5 class periods. The students will also be writing a final paper on the subject. This they will be assigned Friday and are allotted one 45 minute class, that following Monday, for a peer review or final review day. The students will then be given extra time to make revisions or finishing touches on the paper. I believe this will be sufficient time for the students to analyze the data sets and prepare a well-organized argumentative paper.</p>
Grade level	<p>Since the topic is so controversial and requires critical thinking the ideal audience would be a twelfth grade advanced history class. Students will have to use critical thinking when analyzing and interpreting sources and events. They will also be writing a paper where they have to support their hypothesis using evidence from the data sets.</p>
Materials	<ul style="list-style-type: none"> <li>• Copies of the hypotheses/evidence worksheet</li> <li>• Copies of each data set: <ul style="list-style-type: none"> <li>○ Wages of War by Michael Hunt</li> <li>○ Declaration Of Independence</li> <li>○ The My Lai Massacre</li> <li>○ Paul Meadlo: Witness for the Prosecution</li> <li>○ William Calley: Witness for the Defense</li> <li>○ A Company Commander has Certain Responsibilities...</li> <li>○ National Police Picture</li> <li>○ Nixon Image</li> <li>○ Letter</li> <li>○ Drugs in the Military article</li> <li>○ Agent Orange Article</li> <li>○ Running from Napalm picture (Data set after the paper) <a href="http://www.loc.gov/rr/print/195_copr.html">http://www.loc.gov/rr/print/195_copr.html</a></li> </ul> </li> <li>• Anti-war movement</li> <li>• Dry erase Board and markers</li> <li>• Overhead projector</li> <li>• Overhead markers</li> <li>• Overhead Transparencies</li> <li>• Computer</li> <li>○ James Mayer Interview (LOC) <a href="http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.19266/video?ID=d2249e81">http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.19266/video?ID=d2249e81</a></li> <li>○ Helen Hause interview (LOC) (Data set after the paper) <a href="http://www.loc.gov/vets/stories/women4wars-korea.html">http://www.loc.gov/vets/stories/women4wars-korea.html</a></li> </ul>

	<ul style="list-style-type: none"> <li>○ Introduction Video- “Road to War” <a href="http://www.history.com/topics/vietnam-war/videos#the-road-to-war">http://www.history.com/topics/vietnam-war/videos#the-road-to-war</a></li> <li>○ Introduction video- “American Boys” <a href="http://www.youtube.com/watch?v=E1nBeH0a1gY">http://www.youtube.com/watch?v=E1nBeH0a1gY</a></li> <li>○ Video-“Truman Doctrine” (Following Data Set Three) <a href="http://www.youtube.com/watch?v=wmQD_W8Pcxg">http://www.youtube.com/watch?v=wmQD_W8Pcxg</a></li> <li>○ Video- “My Lai Massacre” (Following Data Set Four) <a href="http://www.history.com/topics/vietnam-war/videos#the-my-lai-massacre">http://www.history.com/topics/vietnam-war/videos#the-my-lai-massacre</a></li> <li>○ Video- “Rolling Thunder” (Following Data Set Nine) <a href="http://www.history.com/topics/vietnam-war/videos#the-road-to-war">http://www.history.com/topics/vietnam-war/videos#the-road-to-war</a></li> </ul>
--	--

## Wisconsin State Standards

	<p><b>B.12.1</b> explain different points of view on the same subject using data gathered from various sources, such as letters, journal, diaries, newspapers, government documents, and speeches.</p> <p><b>B.12.2</b> Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.</p> <p><b>B.12.4</b> Assess the validity of different interpretations of significant historical events.</p> <p><b>B.12.15</b> Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved.</p> <p><b>B.12.17</b> Identify historical and current instances when national interest and global interest have seemed to be opposed and analyze the issues involved.</p>
--	--

## Procedures

	<p><b>Hook/Introduction:</b></p> <p>First, show the students the video “The Road to War.” This will give the students some background knowledge about the war. Most students, if not all, should already have at least a basic knowledge of the Vietnam War though. After showing the students the first video, show the students the first three minutes of the YouTube Video “American Boys.” This video is a series of pictures of Vietnam soldiers and events that are shown to the song American Boys by Jerry Rau. Another option for the hook is showing the YouTube video “Vietnam War.” This video has essentially the same theme expect the images are being played with the Marvin Gaye song “What’s Going On.” Both the “Road to War” and “American Boys”</p>
--	---

can give the students a better understanding of the time period.

### **Elicit Student Hypotheses**

The instructor will hand out the hypotheses sheet, or assign a student to hand out the worksheet after the two introduction videos have been showed. Every student will receive one sheet, but there will be extras just in case they need more. Once the sheets are handed out the teacher will introduce the inquiry question “What made and still makes the Vietnam War so controversial?” The students will individually answer the question by formulating hypotheses based on the two videos they just viewed. The students will then get into their previously designated groups and discuss their hypotheses. They will combine or even create new hypotheses. After students have discussed (3-5 minutes) then they are to share hypotheses with the whole class. Have the previously designated student record possible hypotheses on the transparency. Go around to each group and have them share one hypothesis at a time. Continue to each group until all hypotheses are recorded. The recorded should write down all hypotheses, including the ridiculous or “out there” hypotheses. As students revise or add any hypotheses to their sheets the instructor should hand out the first data set and assign a student to read it aloud to the class. Each group receives one copy of each data set as they are handed out.

### **Data Gathering, Data Processing, and Hypotheses Revision**

The students asked to read the first data set, will now read it aloud. After the data set is read, the small groups will discuss the information. They will decide if any of their hypotheses are supported or refuted. Along with this the small groups will also formulate any new hypotheses. Students will be reminded to look at sources, time period, and biases that are incorporated when analyzing sources. Once the students have had sufficient time to discuss their findings, the discussion will open up to a whole class discussion. In the beginning of the lesson the discussion will be more teacher facilitated, but as the lesson goes on the lesson is expected to be student lead. The teacher will go around and have each group share their findings, until all the findings are discussed. The students will discuss evidence that supports or refutes any hypotheses and why. Students will support their findings with the data set information. Students may also introduce any new hypotheses they formulated. The recorded will write a “+” (supports) or “-“ (refutes) next to the hypotheses. It is possible for the same hypothesis to have both a supporting symbol and a refuting one, depending on how the groups interpret the information. After that data set as been discussed, the students can make any changes or comments to their hypotheses worksheet. While students are making these changes or comments/notes the instructor should hand out the next data set. Then the previous steps are repeated until all data sets have been

	<p>discussed. Make sure that there is a good stopping point for the class period, and a good starting point for the next class period.</p> <p><b>Conclusion</b></p> <p>After all the data sets have been read and discussed, hand out the packets that include all of the data sets. Each student receives one packet. The students will use the data set packets, their hypotheses worksheet and in class discussion to determine which one or two hypotheses they feel (on an individual level) are best supported by the evidence provided. They will then be using their findings and evidence to write a paper supporting their hypothesis/hypotheses using the evidence they have gathered over the last week. Students will be given the grading rubric to help guide their paper and the expectations that are incorporated. Students will be given the weekend to write their paper. That following Monday will be used as a peer editing session. Students will then have to revise their paper. The final draft of the paper will be due at the beginning of the class period that Wednesday.</p>
<p><b>Evaluation</b></p>	
	<p>The teacher or instructor will use two types of assessment, informal and formal. The informal assessment will include the discussion and contribution of the students. I will be assessing how much each student contributed in their small group discussion, and how much knowledge they showed. I will also be assessing the effort and knowledge the students brought to the whole class discussion. Some students are more comfortable sharing their ideas in a smaller group, rather than the whole class, and this is why it is good idea to assess small group work along with large group. I will also be formally assessing the students. I will use the grading rubric to assess their papers. However, I will also be collecting their hypotheses worksheets and making sure they were doing what they were supposed to be doing during the lesson.</p>
<p><b>Extension</b></p>	
	<p>Once the students have handed in their final drafts of their paper in, the teacher will hand out a final data set and watch one more interview. This data set and interview are intended to keep the students thinking and inquiring. Students need to understand that history is always changing, and that new evidence is always being found or reinterpreted.</p>

## Primary Resources from the Library of Congress

Image	Description	Citation	URL
<p>Photograph of Vietnamese Children</p> <p>To view picture see link.</p>	<p>Photograph showing Vietnamese children, including Phan Thị Kim Phúc, running and crying after napalm was dropped from South Vietnamese Skyraider airplanes on their village of Trang Bang.</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA</p>	<p><a href="http://hdl.loc.gov/loc.pnp/ppmsca.19377">http://hdl.loc.gov/loc.pnp/ppmsca.19377</a></p>
<p>“Contact with enemy on his second night; attack hit medics treating civilians as part of the MEDCAP program; usually got hit at night after they'd dropped their weapons...”</p>	<p>James Mayer’s interview on his experience during the Vietnam War.</p>	<p>Library of Congress Veteran Voices Division</p>	<p><a href="http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.19266/video?ID=mv0001001">http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.19266/video?ID=mv0001001</a></p>
<p>Poster explaining how President Richard Nixon sent GI’s into Cambodia during the Vietnam War.</p> <p>To view picture go to the link.</p>	<p>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. [Washington, 1970].</p>	<p>Library of Congress Printed Ephemera Collection; Portfolio 208, Folder 87.</p>	<p><a href="http://hdl.loc.gov/loc.bc/rbpe.20808700">http://hdl.loc.gov/loc.bc/rbpe.20808700</a></p>
<p>"These kids, they would watch you when you were changing their dressings. They would watch every movement, every expression on your face. So you just had to gear yourself not to have any expression."</p>	<p>Interview with Helen Hause and her experience as a nurse during the Vietnam War.</p>	<p>Library of Congress Veterans History Project: Women</p>	<p><a href="http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.23490/audio?ID=sr0001001">http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.23490/audio?ID=sr0001001</a></p>

## Assessment

The teacher or instructor will use two types of assessment, informal and formal. The informal assessment will include the discussion and contribution of the students. I will be assessing how much each student contributed in their small group discussion, and how much knowledge they showed. I will also be assessing the effort and knowledge the students brought to the whole class discussion. Some students are more comfortable sharing their ideas in a smaller group, rather than the whole class, and this is why it is good idea to assess small group work along with large group. I will also be formally assessing the students. I will use the grading rubric to assess their papers. However, I will also be collecting their hypotheses worksheets and making sure they were doing what they were supposed to be doing during the lesson.

# Controversial Vietnam Formal Assessment Rubric

Name \_\_\_\_\_

CATEGORY	4 POINTS	3 POINTS	2 POINTS	1 POINT
<b>Thesis statement</b>	The thesis statement names the topic of the essay and outlines the main points to be discussed. Clearly stated.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
<b>Structure</b>	Includes 5 or more pieces of evidence (facts, statistics, examples) from the data sets and/or videos that support the thesis statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 2 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples) from the data sets and/or videos that support the position statement. Includes and refutes 1 counter argument.	Includes 2 pieces of evidence (facts, statistics, examples) from the data sets and/or videos that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples) from the data sets and/or videos.
<b>Evidence</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.
<b>Organized/ Grammar</b>	Clearly organized with a strong flow; all paragraphs have topic sentences that relate back to the thesis No grammar or spelling mistakes.	Clearly organized with minor problems; almost all paragraphs have topic sentences that relate back to the thesis. Only one or two grammar or spelling mistakes.	Organization could be improved-lacks flow; paragraphs could use more structure. More than two grammar or spelling mistakes, but less than 6.	No structure to paragraphs and lacks organization. Many grammar and spelling mistakes.

Comments:

Score

Name \_\_\_\_\_

# Inquiry Lesson Hypothesis/ Evidence Sheet

*What made the Vietnam War so controversial?*

Hypotheses	Evidence Supporting (+)	Evidence Undermining (-)

# Data Set

## Excerpt: Wages of War

Michael H. Hunt

In Vietnam an estimated 1.4 million-civilians as well as combatants on one side or the other- died during the U.S. combat phase of the war (1965 through 197), and another 300,000 fell in the subsequent period down to April 1975. (Of these deaths perhaps only about 50,000 were the result of controversial bombing of the North.) Saigon's forces alone suffered a total of 220,000 killed. By 1972 South Vietnam, with a population short of eighteen million, may have had a total of over ten million refugees. By the war's end a united Vietnam had 300,000 combatants lost without trace, some 1.4 million disabled and half a million orphans to care for, and schools, hospitals, and other public facilities to rebuild. The environment, especially in the South, had suffered long-term damage from the concentrated, even stupefying, application of U.S. ordnance (some fifteen million tons down to 1972) and from extensive spraying of herbicides (nineteen million gallon, well over half deadly dioxins). Unexploded bombs and shells seeded the soil both north and south.

Michael Hunt. "Wages of War" Major Problems in the History of the Vietnam War. New York, Boston: Houghton Mifflin Company, 2008.

# Data Set

## Excerpt from the Vietnamese Declaration Of Independence

SEPTEMBER 2, 1945

"All men are created equal. They are endowed by their Creator with certain inalienable rights, among these are Life, Liberty, and the pursuit of Happiness"

This immortal statement was made in the Declaration of Independence of the United States of America in 1776. In a broader sense, this means: All the peoples on the earth are equal from birth, all the peoples have a right to live, to be happy and free.

The Declaration of the French Revolution made in 1791 on the Rights of Man and the Citizen also states: "All men are born free and with equal rights, and must always remain free and have equal rights." Those are undeniable truths.

Nevertheless, for more than eighty years, the French imperialists, abusing the standard of Liberty, Equality, and Fraternity, have violated our Fatherland and oppressed our fellow-citizens. They have acted contrary to the ideals of humanity and justice. In the field of politics, they have deprived our people of every democratic liberty.

They have enforced inhuman laws; they have set up three distinct political regimes in the North, the Center and the South of Vietnam in order to wreck our national unity and prevent our people from being united.

They have built more prisons than schools. They have mercilessly slain our patriots—they have drowned our uprisings in rivers of blood. They have fettered public opinion; they have practised obscurantism against our people. To weaken our race they have forced us to use opium and alcohol.

In the fields of economics, they have fleeced us to the backbone, impoverished our people, and devastated our land.

They have robbed us of our rice fields, our mines, our forests, and our raw materials. They have monopolised the issuing of bank-notes and the export trade.

They have invented numerous unjustifiable taxes and reduced our people, especially our peasantry, to a state of extreme poverty.

They have hampered the prospering of our national bourgeoisie; they have mercilessly exploited our workers.

In the autumn of 1940, when the Japanese Fascists violated Indochina's territory to establish new bases in their fight against the Allies, the French imperialists went down on their bended knees and handed over our country to them.

Thus, from that date, our people were subjected to the double yoke of the French and the Japanese. Their sufferings and miseries increased. The result was that from the end of last year to the beginning of this year, from Quang Tri province to the North of Vietnam, more than two million of our fellow-citizens died from starvation. On March 9, the French troops were disarmed by the Japanese. The French colonialists either fled or surrendered, showing that not only were they incapable of "protecting" us, but that, in the span of five years, they had twice sold our country to the Japanese.

"Vietnam Declares Independence, 1945." Major Problems in the History of the Vietnam War. New York, Boston: Houghton Mifflin Company, 2008. 23-25

# Data Set

## The My Lai Massacre

On March 16, 1968 the angry and frustrated men of Charlie Company, 11th Brigade, Americal Division entered the Vietnamese village of [My Lai](#). "This is what you've been waiting for -- search and destroy -- and you've got it," said their superior officers. A short time later the killing began. When news of the atrocities surfaced, it sent shockwaves through the U.S. political establishment, the military's chain of command, and an already divided American public.

### Poised for Conflict

My Lai lay in the South Vietnamese district of Son My, a heavily mined area where the Vietcong were deeply entrenched. Numerous members of Charlie Company had been maimed or killed in the area during the preceding weeks. The agitated troops, under the command of Lt. [William Calley](#), entered the village poised for engagement with their elusive enemy.

### Massacre

As the "search and destroy" mission unfolded, it soon degenerated into the massacre of over 300 apparently unarmed civilians including women, children, and the elderly. Calley ordered his men to enter the village firing, though there had been no report of opposing fire. According to eyewitness reports offered after the event, several old men were bayoneted, praying women and children were shot in the back of the head, and at least one girl was raped and then killed. For his part, Calley was said to have rounded up a group of the villagers, ordered them into a ditch, and mowed them down in a fury of machine gun fire.

"The My Lai massacre" [pbs.com](http://www.pbs.org/wgbh/amex/vietnam/trenches/my_lai.html) < [http://www.pbs.org/wgbh/amex/vietnam/trenches/my\\_lai.html](http://www.pbs.org/wgbh/amex/vietnam/trenches/my_lai.html) >

# Data Set

## Paul Meadlo, Witness for the Prosecution *Direct examination by Aubrey Daniels:*

Q: What did you do in the village?

A: We just gathered up the people and led them to a designated area.

Q: How many people did you gather up?

A: Between thirty and fifty. Men, women, and children.

Q: What kind of children?

A: They were just children.

Q: Where did you get these people?

A: Some of the was in hooches and some was in rice paddies when we gathered them up.

Q: Why did you gather them up?

A: We suspected them of being Viet Cong. And as far as I'm concerned, they're still Viet Cong....

Q: What did you do when you got there?

A: Just guarded them.

Q: Did you see Lieutenant Calley?

A: Yes

Q: What did he do?

A: He came up to me and he said, "You know what to do with them, Meadlo," and I assumed he wanted me to guard them. That's what I did.

Q: What were the people doing?

A: They were just standing there....

A: [Calley] said, "How come they're not dead?" I said, I didn't know we were supposed to kill them." He said, I want them dead." He backed off twenty or thirty feet and started shooting into the people -- the Viet Cong -- shooting automatic. He was beside me. He burned four or five magazines. I burned off a few, about there. I helped shoot 'em.

Q: What were the people doing after you shot them?

A: They were lying down.

Q: Why were they lying down?

A: They was mortally wounded.

Q: How were you feeling at that time?

A: I was mortally upset, scared, because of the briefing we had the day before.

Q: Were you crying?

A: I imagine I was....

Q: Were there any Vietnamese there?

A: Yes, there was Viet Cong there. About seventy-five to a hundred, standing outside the ravine....

A: Then Lieutenant Calley said to me, "We've got another job to do, Meadlo".

Q: What happened then?

A: He started shoving them off and shooting them in the ravine.

Q: How many times did he shoot?

A: I can't remember.

Q: Did you shoot?

A: Yes. I shot the Viet Cong. he ordered me to help kill people. I started shoving them off and shooting.

Paul Meadlo Testimony- My Lai Massacre Court Martial <  
[http://www.law.umkc.edu/faculty/projects/ftrials/mylai/Myl\\_tmead.htm](http://www.law.umkc.edu/faculty/projects/ftrials/mylai/Myl_tmead.htm)>

# Data Set

## Lt. William Calley, Witness for the Defense

### *Direct examination by George Latimer:*

Q: Now, I will ask you if during these periods of instruction and training, you were instructed by anybody in connection with the Geneva Conference?

A: Yes, sir, I was.

Q: And what was it -- do you have a recollection, what was the extent and nature of that tutoring?

A: I know there were classes. I can't remember any of the classes. Nothing stands out in my mind what was covered in the classes, sir.

Q: Did you learn anything in those classes of what actually the Geneva Convention covered as far as rules and regulations of warfare are concerned?

A: No, sir. Laws and rules of warfare, sir.

Q: Did you receive any training in any of those places which had to do with obedience to orders?

A: Yes, sir.

Q: What were the nature of the -- what were you informed was the principles involved in that field?

A: That all orders were to be assumed legal, that the soldier's job was to carry out any order given him to the best of his ability.

Q: Did you tell your doctor or inform him anything about what might occur if you disobeyed an order by a senior officer?

A: You could be court-martialed for refusing an order and refusing an order in the face of the enemy, you could be sent to death, sir.

Q: Well, let me ask you this: what I am talking and asking is whether or not you were given any instructions on the necessity for -- or whether you were required in any way, shape or form to make a determination of the legality or illegality of an order?

A: No, sir. I was never told that I had the choice, sir.

Q: If you had a doubt about the order, what were you supposed to do?

A: If I had -- questioned an order, I was supposed to carry the order out and then come back and make my complaint. later

Q: Now, during the course of your movement through the village, had you seen any Vietnamese dead, or dead bodies?

A: Yes, sir.

Q: And how would you classify it as to whether it was a few, many, how would you - - what descriptive phrase would you use for your own impression?

A: Many.

Q: Now, did you see some live Vietnamese while you were going through the village?

A: I saw two, sir.

Q: All right. Now, tell us, was there an incident concerning those two?

A: Yes, sir. I shot and killed both of them.

Q: Under what circumstances?

A: There was a large concrete house and I kind of stepped up on the porch and looked in the window. There was about six to eight individuals laying on the floor, apparently dead. And one man was going for the window. I shot him. There was another man standing in a fireplace. He looked like he had just come out of the fireplace, or out of the chimney. And I shot him, sir. He was in a bright green uniform....

Q: All right. Now that you gave that incident, did you see any other live individuals who were in the village itself as you made through the sweep?

A: Well, when I got to the eastern edge of the village, I saw a group of Vietnamese just standing right outside the eastern edge of the village, sir, the southeastern edge.

*(Final statement of original direct examination...)*

Q: Were you ever criticized for a body count?

A: I was criticized for getting too many shot and not coming back with the enemy.

Q: Did your commanders seek to get a high estimate from you?

A: I generally knew if I lost a troop, I'd better come back with a body count of ten, say I shot at least ten of the enemy, which was pretty hard when you are only fighting one sniper.

## Data Set

### **A COMPANY COMMANDER HAS CERTAIN RESPONSIBILITIES AS AN INDIVIDUAL, REGARDLESS OF HIS COMMAND POSITION**

A combat commander has a duty, both as an individual and as a commander, to insure that humane treatment is accorded to noncombatants and surrendering combatants. Article 3 of the Geneva Convention relative to the Treatment of Prisoners of War specifically prohibits violence to life and person, particularly murder, mutilation, cruel treatment, and torture. Also prohibited are the taking of hostages, outrages against personal dignity and summary judgment and sentence. It demands that the wounded and sick be cared for. These same provisions are found in the Geneva Convention Relative to the Protection of Civilian Persons in Time of War. While these requirements for humanitarian treatment are placed upon each individual involved with the protected persons, it is especially incumbent upon the commanding officer to insure that proper treatment is given.

Additionally, all military personnel, regardless of rank or position, have the responsibility of reporting any incident or act thought to be a war crime to his commanding officer as soon as practicable after gaining such knowledge. Commanders receiving such reports must also make such facts known to the Staff Judge Advocate. It is quite clear that war crimes are not condoned and that every individual has the responsibility to refrain from, prevent and report such unwarranted conduct. While this individual responsibility is likewise placed upon the commander, he has the additional duty to insure that war crimes committed by his troops are promptly and adequately punished.

## **Data Set**

South Vietnamese National Police Chief Brig Gen. Nguyen Ngoc Loan executes a Viet Cong officer with a single pistol shot in the head in Saigon, Vietnam on Feb. 1, 1968. The photo, by photojournalist Eddie Adams.

Link to Picture:

<http://abcnews.go.com/International/slideshow/photos-vietnam-35th-anniversary-10509109>

## **Data Set**

Children running from Napalm

Link to the Picture:

<http://hdl.loc.gov/loc.pnp/ppmsca.19377>

## **Data Set**

Nixon sends GIs to Cambodia during The Vietnam War

Link to Picture:

<http://hdl.loc.gov/loc.rbc/rbpe.20808700>

## **Data Set**

## DRUG USE AMONG U.S. FORCES IN VIETNAM

By: Peter Brush

In 1898 the United States acquired control of the Philippines. The following year it began a brutal fight to suppress a guerrilla uprising. It is basic to guerrilla war that combatants will be mingled with the civilian population. Social behaviors flow one to the other. Soon after their arrival American soldiers learned to smoke opium. This practice became sufficiently common that U.S. Opium Commissioner Hamilton Wright felt compelled to deny it, claiming in a report to the 1909 Shanghai Opium Commission that "among the personnel of our Army and Navy [in the Philippines] there is not the slightest evidence that the use of opium or its derivatives has been introduced.....

In reality, the drug habit among U.S. military personnel was "alarmingly increasing," so much so that its occurrence was an agenda item at the 1903 meeting of the American Pharmaceutical Association. There the Report of the Committee on Acquirement of Drug Habits noted that soldiers acquired the practice from Chinese and native Filipinos and that a number of enlisted men had been discharged for being habitual drug users. The discharge rate was several hundred percent higher during the previous five years than for any ten years before that. The history of drug use among U.S. military personnel is not limited to the Philippines insurrection. The next time American soldiers fought to suppress guerrillas, in Vietnam, the use of drugs by American soldiers reached epidemic proportions.

Although marijuana is legally considered a drug according to the federal Controlled Substances Act, its use was treated differently from other drugs by American commanders and military lawyers in Vietnam.] This distinction will be maintained here; use of marijuana will be related separately from use of other drugs.

Marijuana was present in Vietnam before the arrival of the Americans. Drug laws were not well defined and their enforcement had little priority in the Vietnamese criminal justice system. There was no central Vietnamese drug enforcement agency and no government control over marijuana. A survey made in 1966 by the U.S. military command in the Saigon area showed there were 29 fixed outlets for the purchase of marijuana.

A comparison has been made between Vietnamese use of marijuana and the manner in which the French treat wine and sex: there are cultural regulations for use, sale, and protocol but no inherent sense of "illicitness" as in the United States.<sup>i</sup> [5] Journalist Richard Boyle mentions its use by South Vietnamese soldiers. He even relates an incident where he smoked marijuana with the South Vietnamese consul in Cambodia. Craven "A" and Park Lane were the popular brands of grass available in Saigon. It was sold in the form of pre-rolled cigarettes in genuine Craven "A" and Park Lane packages.

Former North Vietnamese Army (NVA) soldier Bao Ninh reports that smoking a marijuana-like substance became so pervasive that use spread throughout his entire regiment.<sup>1</sup> [6] American soldiers note that the Vietnamese used marijuana openly. One saw it growing wild in Central Vietnam. Another discovered a sizeable quantity in the knapsack of a dead NVA soldier at Khe Sanh.

Soldiers began using marijuana in Vietnam as early as 1963, during the advisory period, and before its use became widespread in the United States. Its popularity grew steadily.<sup>2</sup> [8] In 1967 a Congressional investigation discovered 16 instances of marijuana use inside the Marine brig at Da Nang. The source was Vietnamese who gave it to prisoners on working parties, often throwing it into passing vehicles in which prisoners were riding.

Inmates not eligible for working parties did not necessarily have to go without marijuana. Marine lawyer Captain Robert W. Wachsmuth described how:

Members of working parties would obtain marijuana seeds [which were] planted in rows of dirt above the shower stalls which were opened to the outside by the gap between the tin roof and the wall....Spray from the prisoners' showers would water the plants. When the plants reached a sufficient size, plastic...would be placed between the shower spray and the plant, causing the plant to die. The plants would then be crushed and rolled in toilet paper to make joints.

Other Marines found easy access from street vendors as their vehicles passed through urban areas.

For most of the Vietnam War, prosecution for even a slight trace of marijuana was a court-martial offense for Marines. The lack of a crime laboratory in Vietnam before 1968 was a major handicap to efforts to punish marijuana offenders. Drug samples were sent to

Japan for testing, a process that took 45 days to complete. That same year marijuana detecting dogs were pressed into service to search for marijuana among Marines returning to Vietnam from R&R trips abroad.

Peter Brush. Drug Use Among U.S. Forces in Vietnam, 1996. < <http://www.library.vanderbilt.edu/central/Brush/American-drug-use-vietnam.htm>->

---

## Data Set

---

---

## Anti War Movement in America

Along with the Civil Rights campaigns of the 1960s, one of the most divisive forces in twentieth-century U.S. history. The antiwar movement actually consisted of a number of independent interests, often only vaguely allied and contesting each other on many issues, united only in opposition to the Vietnam War. Attracting members from college campuses, middle-class suburbs, labor unions, and government institutions, the movement gained national prominence in 1965, peaked in 1968, and remained powerful throughout the duration of the conflict. Encompassing political, racial, and cultural spheres, the antiwar movement exposed a deep schism within 1960s American society.

A small, core peace movement had long existed in the United States, largely based in Quaker and Unitarian beliefs, but failed to gain popular currency until the Cold War era. The escalating nuclear arms race of the late 1950s led Norman Cousins, editor of the *Saturday Review*, along with Clarence Pickett of the American Society of Friends (Quakers), to found the National Committee for a Sane Nuclear Policy (SANE) in 1957. Their most visible member was Dr. Benjamin Spock, who joined in 1962 after becoming disillusioned with President Kennedy's failure to halt nuclear proliferation. A decidedly middle-class organization, SANE represented the latest incarnation of traditional liberal peace activism.

Mark Barringer. "The Anti-War Movement in the United States"< <http://www.english.illinois.edu/maps/vietnam/antiwar.html> >

### Data Set

---

## Agent Orange

Agent Orange: About Agent Orange

Agent Orange is the name given to a blend of herbicides the U.S. military sprayed from 1961 to 1971 in Vietnam to remove foliage that provided enemy cover.

The name “Agent Orange” came from the orange identifying stripe used on the 55-gallon drums in which it was stored.

The military sprayed other herbicide combinations in the so-called Rainbow Herbicides program, identified by the color of their storage drums, including Agent White and Agent Blue. Agent Orange was the blend used most widely. Agent Orange: Exposure during Military Service. Part of the United States’ strategy in Vietnam was to conduct an herbicide program to remove foliage providing cover for the enemy. Agent Orange was the most widely used of the herbicide combinations sprayed. Agent Orange and other herbicides used in Vietnam were tested or stored elsewhere, including some military bases in the United States.

### When and Where Agent Orange Was Sprayed in Vietnam

The U.S. military herbicide program in South Vietnam took place between 1961 and 1971. Herbicides were sprayed in all 4 military zones of Vietnam. More than 19 million gallons of various herbicide combinations were used. Agent Orange was the combination of herbicides the U.S. military used most often.

#### **Heavily Sprayed Areas**

Heavily sprayed areas included:

- Inland forests near the demarcation zone
- Inland forests at the junction of the borders of Cambodia, Laos, and South Vietnam
- Inland forests north and northwest of Saigon
- Mangrove forests on the southernmost peninsula of Vietnam
- Mangrove forests along major shipping channels southeast of Saigon

Agent Orange. Department of Public Health and Environmental Hazards. United States Department of Veteran Affairs.  
< <http://www.publichealth.va.gov/exposures/agentorange/> >