Australians in Vietnam

Applicable for use in Australian Curriculum: Year 10 and South Australian Certificate of Education History Stage 1

Written by Sally Mangan
Cardijn College, South Australia
This Unit has twelve lessons taught over a four-week period.
# Table of Contents

Aims and Objectives 4

Course Overview 5

Resources List 8

Vietnam: The Ultimate Proxy War 11

Proxy War Venn Diagram 12

Vietnam: The Gulf of Tonkin Affair – A Catalyst for War 13

Vietnam: Looking at Primary Sources 14

The Vietnam War – Source Analysis 16
Source 1: Letter to President Johnson 16
Source 2: LBJ goes to War 16
Source Analysis Questions 17
Source Analysis Questions Rubric 18

Australia's Involvement in Vietnam 19

Redgum: “I was only 19” 20

Australia's Involvement in Vietnam: Opposition to the War 21

Nixon's Policy of “Vietnamisation” 22

Australia's Involvement in Vietnam: Review and Reflection 24

Year 10 History: The Vietnam War Essay 27

The Vietnam War Essay Rubric 28
Aims and Objectives

Knowledge and Understanding/Skills
The program is based on the various international issues that plagued global politics in the Cold War period, with a particular focus on the Vietnam War. A detailed depth study of this topic is undertaken to allow students to develop the skills of depth-in-discipline analysis. An emphasis is placed on the roles of individuals in these endeavours.

Students will:
- obtain a detailed knowledge of the concepts of how societies have been shaped by both internal and external forces over time
- identify and explain historical concepts
- understand and appreciate the role of particular individuals and groups in history
- communicate informed and relevant arguments
- account for power and its distribution, the causes of conflicts, and the influence of governments over individuals and groups.

The assessment tasks for this unit have been designed in relationship with the Historical Skills as identified by ACARA. A marking rubric is attached to each assessment tasks to ensure quality assessment and reporting.

Australian Curriculum Outcomes
- Unit 4: The Modern World since 1945
  The nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War
- Australian Curriculum code (ACHMH189)
  The involvement of Australia in the Cold War, with particular reference to foreign policy, nuclear testing at Maralinga, and the war in Vietnam
- General Capabilities
  - Literacy
  - Intercultural Understanding
  - Critical and Creative Thinking
  - Ethical Understanding
- Cross-Curriculum Priorities
  - Asia and Australia’s Engagement with Asia
- Historical Skills
  - Chronology, Terms and Concepts (ACHHS182) (ACHHS183)
  - Historical Questions and Research (ACHHS186)
  - Analysis and Use of Sources (ACHHS187) (ACHHS188) (ACHHS189)
  - Perspectives and Interpretation (ACHHS190) (ACHHS191)
  - Explanation and Communication (ACHHS192)
# Course Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Vietnam: The Ultimate Proxy War</td>
<td>(ACHMH189) (ACHHS182) (ACHHS183)</td>
<td>Week 1: Source Analysis – Vietnam War</td>
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</tbody>
</table>
|      | Explore the Impact Of the French in Indochina Explain Why the United States Were So Concerned With the Spread of Communism in the Asia Pacific Region | **Learning Activities**  
- Students begin to outline the key players in the war in Vietnam. They begin to establish a Venn diagram or Visual Organiser that outlines the US perspective, the North Vietnamese perspective, and the complex relationship between the two groups. | | |
| 2    | 2      | The Gulf of Tonkin Affair – A Catalyst For War | (ACHMH189) (ACHHS182) (ACHHS183) (ACHHS186) | |
|      |        | **Learning Activities**  
- Students access an online timeline that details conflict in the Asia Pacific region beginning in 1945. | | |
| 3    | 3      | Using Primary Sources | (ACHMH189) (ACHHS187) (ACHHS188) (ACHHS189) (ACHHS192) | |
|      |        | **Learning Activities**  
- Students will look at a variety of primary sources including:  
  - John Foster Dulles (US Secretary of State) on the US’s involvement in the Asia Pacific Region  
  - Ho Chi Minh’s letter to President Johnson in February 1967  
  - cartoon published in February 1965 from British magazine “Punch” on the War in Vietnam  
  - Extract from the memoirs of Robert McNamara.  
- Students work in groups to assess and analyse sources. Each group is given a particular source. After students have been given time to analyse such sources, they then change groups. When the new group is formed, it should be made up of one student from each original source group. Students need to “teach” or explain what their group has discussed in reference to source analysed by their original group. | | |
<table>
<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>Australia’s Involvement in Vietnam</td>
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<td><strong>Why Did the Australian Government Commit Troops to Vietnam?</strong></td>
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<td><strong>Australia’s Relationship With the US</strong></td>
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<tr>
<td>3</td>
<td>7–9</td>
<td>Explicit Teaching of Essay Writing</td>
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<td><strong>Development of Essay Writing Skills – Historical Response to the Vietnam War</strong></td>
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<tr>
<td>4</td>
<td>10</td>
<td>The War and Public Response</td>
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<td></td>
<td><strong>Reaction on the Home Front</strong></td>
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<tr>
<td>5</td>
<td>4</td>
<td>The Battle of Long Tan</td>
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<tr>
<td>6</td>
<td>4</td>
<td>“I Was Only 19” – Developing a Sense of Empathy</td>
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<tr>
<td>7–9</td>
<td>10</td>
<td>Reaction on the Home Front</td>
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</table>

**Learning Activities**
- Students watch the documentary as outlined in the worksheet/Resources List and record notes under subheadings provided. These notes will then be compiled to assist students in writing the essay.

**State/Territory and ACARA curriculum links**
- (ACHMH189)
- (ACHHS182)
- (ACHHS183)

**Assessment**
- Week 3: Essay – The Vietnam War
<table>
<thead>
<tr>
<th>Week</th>
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<th>Assessment</th>
</tr>
</thead>
</table>
| 11   | Nixon’s policy of “Vietnamisation”  | Learning Activities  
  - Students will use their inquiry skills to develop their knowledge and understanding of how the Vietnam War came to an end. Students will also explore “Hanoi Hannah”, and the impact this component of popular media had on US troops.  
  - (ACHMH189)  
  - (ACHHS182)  
  - (ACHHS183)  
  - (ACHHS186) |                           |                                        |
| 12   | Review and Reflection               | Learning Activities  
  - As an end to the unit, students are given the opportunity to provide meaningful feedback to the teacher on the best aspects of their work, and also, any struggles or challenges which can be addressed in the future. Teachers should use this data to encourage meaningful changes for the future use of this curriculum. |                                        |            |
# Resources List

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1    | Vietnam: The Ultimate Proxy War | **Books**  
**Worksheets**  
Week 1, Lesson 1: Vietnam – The Ultimate Proxy War |
| 2    | The Gulf of Tonkin Affair – A Catalyst For War | **Books**  
**Worksheets**  
Week 1, Lesson 2: The Gulf of Tonkin Affair – A Catalyst for War  
**Websites**  
Online timeline resource  
[www.pbs.org/wgbh/amex/vietnam/timeline](http://www.pbs.org/wgbh/amex/vietnam/timeline)  
President Johnson’s address  
[www.youtube.com/watch?v=Dx8-ffiYyzA](http://www.youtube.com/watch?v=Dx8-ffiYyzA)  
| 3    | Using Primary Sources | **Worksheets**  
Week 1, Lesson 3: Looking at Primary Sources  
**Websites**  
Variety of primary source documents  
[http://vietnam.vassar.edu/abstracts/index.html](http://vietnam.vassar.edu/abstracts/index.html) |
<table>
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<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
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</table>
**Worksheets**<br>Week 2, Lesson 1–2: Australia’s Involvement in Vietnam  
**Videos**<br>*Australians at War: Vietnam*. [DVD] Department of Veterans’ Affairs, Australian Government. |
| 5    | The Battle of Long Tan | **Worksheets**<br>Week 2, Lesson 1–2: Australia’s Involvement in Vietnam  
**Videos**<br>[www.youtube.com/watch?v=8gUSq7pxux4](http://www.youtube.com/watch?v=8gUSq7pxux4)  
[www.battleoflongtan.com](http://www.battleoflongtan.com)  
| 6    | “I Was Only 19” – Developing a Sense of Empathy | **Worksheets**<br>Week 2, Lesson 3: I Was Only 19  
**Websites**<br>Redgum Film Clip  
[www.youtube.com/watch?v=Urtiyp-G6jY](http://www.youtube.com/watch?v=Urtiyp-G6jY)  
| 3    | Explicit Teaching of Essay Writing | **Worksheets**<br>Week 3 Assessment Task Sheet  
“Guide to Essay Writing Skills” PowerPoint |
| 7–9  | Development of Essay Writing Skills – Historical Response to the Vietnam War | **Worksheets**<br>Week 3 Assessment Task Sheet  
“Guide to Essay Writing Skills” PowerPoint |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
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</thead>
</table>
| 4    | 10     | **The War and Public Response**  
**Reaction on the Home Front**  
Worksheets  
Week 4, Lesson 1: Opposition to the War  
Websites  
http://padlet.com |
| 11   | **Nixon’s policy of “Vietnamisation”**  
Books  
Worksheets  
Week 4, Lesson 2: Nixon’s Vietnamisation  
Websites  
www.sparknotes.com/history/american/vietnamwar/section9.rhtml  
www.spartacus.schoolnet.co.uk/VNvietnamization.htm  
Hanoi Hannah  
| 12   | **Review and Reflection**  
Worksheets  
Week 4, Lesson 3: Review and Reflection |
Vietnam: The Ultimate Proxy War

Provide definitions or explanations for the following key terms (record the bibliographic details of the location you access these from):

- capitalism
- colonialism
- communism
- domino theory
- Vietminh
- Vietcong.

On the following page, label each side of your Venn diagram:

- President Diem/South Vietnam
- Ho Chi Minh/North Vietnam

Isolate as many ideological, religious, cultural, political and economic differences for the two parties. If you can find any concepts key to the Vietnam War that is shared between each side, places these in the middle of your Venn diagram.

After organising thoughts, consider the list you have gathered:

- What conclusions and reflections can you draw about each society?
- What main differences can you isolate, and more importantly, acknowledge why these exist?

Summarise:

- the end of colonial rule in Vietnam and the significance of the Battle of Dien Bien Phu

Source:
Proxy War Venn Diagram

President Diem/South Vietnam versus Ho Chi Minh/North Vietnam
Vietnam: The Gulf of Tonkin Affair – A Catalyst for War

The conflict that occurred in the Gulf of Tonkin in 1964 was a catalyst for the war that was to come. During this time, President Johnson was able to pass the Gulf of Tonkin resolution.

Research

- Access the following website: www.pbs.org/wgbh/amex/vietnam/timeline.
- Provide a chronological series of events that lead up the apparent fire on the Maddox.
- Detail the Johnson’s Resolution, the causes and consequences.

Watch

- Watch Johnson’s address to the American people on the Gulf of Tonkin Resolution. www.youtube.com/watch?v=Dx8-ffiYyzA
- What reasons and arguments does Johnson present to the American people? Is he convincing in his arguments? Why/why not?

Debate

- There has been much controversy shrouding the Gulf of Tonkin Affair. Read the following online article: www.historynet.com/gulf-of-tonkin-incident-reappraisal-40-years-later.htm.
- Prepare a 300-word argument as to why, or why not, Johnson should have been given unprecedented power and the legitimacy to claims of fire in the Gulf.
Vietnam: Looking at Primary Sources

Source analysis is an integral part of understanding history. All sources, whether produced during this period of time a particular act was occurring, or hence thereafter, is produced with some sort of bias by the author – social, economic, religious, gendered, etc.

“History is always written by the winners. When two cultures clash, the loser is obliterated, and the winner writes the history books—books which glorify their own cause and disparage the conquered foe. As Napoleon once said, ‘What is history, but a fable agreed upon?’”
—Dan Brown

In order to be able to understand the reliability of the source, and the usefulness in constructing an argument, one needs to develop a critical eye.

Part 1

The following are various sources related to the Vietnam War. As a group, read through these sources and ask yourself the following questions in order to understand the purpose of the source, as well as its reliability and usefulness.

Sources can be accessed from Vassar College: http://vietnam.vassar.edu/abstracts/index.html.

- What significant events or political environment does this source make reference to?
- Who created the source? For what reason? Who is the intended audience?
- What is the purpose of the source?
- Considering your knowledge of the topic, is there a bias to this source? Does the author try to promote their own interests for a particular reason? If so, why?
- Is this source useful to historians? If so, how can it be used... and if not, why not?

Part 2

Once your group has worked together to analyse the sources, you need to demonstrate and educate the other members of your class about your source. Each person in your group will now form a new group with a representative from each of the other groups. Here you will hear the analysis developed by your classmates and take notes. Using a table might be beneficial to keep your notes organized.
<table>
<thead>
<tr>
<th>Name of Source</th>
<th>Historical Significance</th>
<th>Authorship</th>
<th>Purpose</th>
<th>Bias</th>
<th>Usefulness</th>
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The Vietnam War – Source Analysis

Year 10 History: Vietnam Primary Sources

Investigate the nature and effects of the Vietnam War through the study of a range of primary and secondary sources, particularly comparing the purpose, usefulness and limitations of the sources and the role of propaganda. This assessment will be completed as a series of short answer questions.

Source 1: Letter to President Johnson

The Vietnamese people deeply love independence, liberty, and peace. But in the face of the American aggression they have risen up as one man, without fearing the sacrifices and the privations. They are determined to continue their resistance until they have won real independence and liberty and true peace. Our just cause enjoys the approval and the powerful support of peoples throughout the world and of large segments of the American people.

The United States Government provoked the war of aggression in Viet-Nam. It must cease that aggression, it is the only road leading to the re-establishment of peace...


Source 2: LBJ goes to War

I knew from the start that I was bound to be crucified either way I moved. If I left the woman I really loved — the Great Society – in order to get involved in that bitch of a war on the other side of the world, then I would lose everything at home. All my programs... But if I left that war and let the Communists take over South Vietnam, then I would be seen as a coward and my nation would be seen as an appeaser and we would both find it impossible to accomplish anything for anybody anywhere on the entire globe.

Source Analysis Questions

Comprehension

- In Source 1, what does Ho Chi Minh suggest is the only solution to ending the war?
- How does LBJ justify American involvement in the war in Source 2?

Analysis and Cross Section

For each source analyse, answer the following questions:

- Who created the source? For what reason or intended audience? Is it influenced by bias?
- When was the source created? Is it a primary or secondary source?
- Why was the source created? What was the creator’s purpose?
- Which source is more reliable and how do you know?
- Assess the usefulness and limitations of each source. Consider content and reliability in your answer.
## Source Analysis Questions Rubric

<table>
<thead>
<tr>
<th>Content</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Answers all part of the question in great detail.</td>
<td>• Answers all parts of the question.</td>
<td>• Answers only part of the question and lacks relevant information.</td>
<td>• Answers a small part of the question.</td>
<td>• Fails to answer the question.</td>
<td>• Fails to answer the question.</td>
</tr>
<tr>
<td>• Details: bias, reliability, usefulness, context and purpose.</td>
<td>• Infers: bias, reliability, usefulness, context and purpose.</td>
<td>• Infers some: bias, reliability, usefulness, context and purpose.</td>
<td>• Minimal mention of: bias, reliability, usefulness, context and purpose.</td>
<td>• No mention of: bias, reliability, usefulness, context and purpose.</td>
<td>• No mention of: bias, reliability, usefulness, context and purpose.</td>
</tr>
<tr>
<td>• Explanations are detailed with examples.</td>
<td>• Explanations are detailed with some examples.</td>
<td>• Explanations have some detail.</td>
<td>• Minimal explanation.</td>
<td>• No explanation.</td>
<td>• No evidence of knowledge.</td>
</tr>
<tr>
<td>Structure</td>
<td>• Answers follow the structure:</td>
<td>• Answers follow the structure:</td>
<td>• Answers are not fluent and lack reference to the text and adherence to the structure of:</td>
<td>• Answers are not fluent and lack reference to the text and adherence to the structure of:</td>
<td>• Answers lack understanding of the text or do not follow set structure.</td>
</tr>
<tr>
<td>• Answers in full sentences using key words from the question.</td>
<td>• Answers in well-structured sentences using key words from the question.</td>
<td>• Answers are somewhat directed at the question.</td>
<td>• Answers are not entirely directed at the question.</td>
<td>• Answers are not entirely directed at the question.</td>
<td>• Question is not addressed.</td>
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</table>
Australia’s Involvement in Vietnam

As you watch the documentaries Australians at War: Vietnam and The Battle of Long Tan, record your notes and ideas. You may also wish to access the following website to gain further insights: http://vietnam-war.commemoration.gov.au/vietnam-war/australia-enters-1962.php.

Organising your thoughts in a logical manner is important, as this information will be useful for completing future assessment tasks.

Focus your notes on:
- Australia’s relationship with the United States
- Australia’s commitment to Vietnam
- terrain
- weather
- military strategy
- National Servicemen
- use of chemical weapons
- effects on South Vietnamese
- reaction on the home front
- effects on Australian troops.
Redgum: “I Was Only 19”

The song, “I was only 19” by Australian band Redgum was produced in 1983 and outlines a first-person account of the experience of a “typical” member of the Australian infantry that served in the Vietnam War.

Using the song as a source of inspiration, you are asked to produce a creative piece that reflects the key sentiments outlined in the lyrics:

- And there’s me in my slouch hat with my SLR and greens.
  God help me, I was only nineteen.

- And can you tell me, doctor, why I still can’t get to sleep?
  And night-time’s just a jungle dark and a barking M16?

- It was a war within yourself,
  But you wouldn’t let your mates down til they had you dusted off
  So you closed your eyes and thought about something else.

The way you choose to produce your interpretation of the lyrics can be as follows:
- a letter or diary entry
- a piece of art with written justification
- a MovieMaker project with voice recording.

You need to address the following criteria:
- a description of the location and terrain in Vietnam
- a description of those parties involved in the War – the Vietcong/Vietminh and the US, and establish what sort of soldier each was
- reference to the type of warfare and battles
- the sights, sounds, and feelings of you as an individual – remember that you’re looking at this through the eyes of a warrior – use emotive language.


Epic Records (1983) Redgum: I was only 19

Australians in Vietnam: Opposition to the War

Australia’s involvement in the Vietnam War was a contentious issue right from the get-go in 1962 when military advisers were first sent to Vietnam. Protests and anti-war campaigns began from this moment, and continued for the next decade until all Australian troops and forces had been withdrawn. After the Menzies government introduced National Service, and by 1967, many more protests began and Australian citizens were outraged.

The most outspoken anti-war protesters were:
- the Australian Labor Party
- the Trade Unions
- the Universities
- the Save Our Sons group.

**Task Instructions**

Working in pairs or groups of three, develop a Padlet that pastes information on one of the above anti-war groups and campaigns. Use digital images and well as YouTube clips, websites, newspaper articles, and any other resource you can find to gather information on:
- why each of these groups protested about the war
- the influence they had on the Australian people.

Padlet (http://padlet.com) is a great way to share information and gather a variety of resources.

When you paste a link, image, or film, you need to give a brief description in regards to what use the resource serves and a synopsis of what the information provides. Once you have completed your Padlet, please save it, and email the link to your teacher.

Please remember that the school’s ICT/internet-use policy applies. Use your school email address to create an account if you don’t already have one. Any inappropriate online behaviour will be dealt with accordingly.
Nixon’s Policy of “Vietnamisation”

An Evening with Hanoi Hannah...

“How are you, GI Joe? It seems to me that most of you are poorly informed about the going of the war, to say nothing about a correct explanation of your presence over here. Nothing is more confused than to be ordered into a war to die or to be maimed for life without the faintest idea of what’s going on”.

Hanoi Hannah was a North Vietnamese radio personality, who made nightly broadcasts, in English, to the US troops in North Vietnam. She demonstrated a type of propaganda that was used to manipulate US forces into thinking that they were immoral; she also played popular anti-war songs, mentioned the location of specific units, and read out the casualty reports for US soldiers.

The following is an extract from a segment of Hanoi Hannah’s radio program in 1970:

Intelligent American GIs, why have you come to Vietnam? Your government has betrayed you. There is nothing noble about your mission. There is no reason why you should be here. You will never defeat the forces of our Fatherland. The French never learned. Will you? Do you miss your families and homes? They are questioning why you are here. In America there is no unity, there is violence, there are protests against you. Why are you here? When you sit alone at night and think of your loved ones, our gallant soldiers are watching you. You cannot escape. Do you have a watch, American servicemen? Look at it, the minutes are ticking away. Soon your time will stop in Vietnam. You will be killed when you least expect it. Your imperialist government will never defeat us. Our soldiers are politically motivated and strong. You are weak. You have no cause. No one wants you here. Why do you stay? Tell your officers you want to go home, GI. Tell them you will not fight anymore. Tell them you are defeated. Look at the photos of your loved ones, American soldier. Do you miss them? Do you miss your parents? Your wife? Your children? What will they do when your imperialist government tells them you died in Vietnam? There is nothing here for you except defeat and death. Your clock is ticking.

Questions about Hanoi Hannah:

• Why, according to Hannah, should US forces leave Vietnam?
• Why does Hannah purposely make reference to issues on the home front?
• What impact would Hannah have had on US servicemen who did not want to in Vietnam in the first place?

There were many factors that influenced the decision of President Nixon to begin to withdraw troops, and begin to end the war... one of them being the massive amount of protest that was occurring on the home front.
Task Instructions

In order to understand the drawing of the war to an end and the factors that influenced President Nixon’s decision to do so, read the information on the following websites:

- www.sparknotes.com/history/american/vietnamwar/section9.rhtml
- www.spartacus.schoolnet.co.uk/VNvietnamization.htm

After you have completed the reading, answer the following questions:

- Explain the United States’s policy of Vietnamisation. What was contentious about its implementation?
- What was the result of the Paris Peace Accords in 1973? How did this influence South Vietnam’s future war efforts?
- What factors enabled the North Vietnamese and Vietcong to capture Saigon on the 30 April 1975?
Australians in Vietnam: Review and Reflection

Name: ___________________________________________

Homeroom: ________________________________

1) Over the course of this unit of work on Australia’s involvement in the Vietnam War, outline the personal success you have been able to achieve.

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2) What historical skills have you been able to develop over the course of this unit? Think back to the assessment tasks you have completed.

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Australian troops in Phuoc Tuy province, South Vietnam, November 1966


Source: www.awm.gov.au/atwar/vietnam
3) What challenges have you faced over the course of this semester? What have you found difficult?

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4) What learning activities have you enjoyed the most? Explain why you have enjoyed them.

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5) What learning activities have you not enjoyed? Is there anything you could suggest to improve them?

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6) What have you learnt about Australia’s involvement in the Vietnam War? In what ways have you connected with this topic?

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Year 10 History: The Vietnam War Essay

Choose one of the essay question options listed below:

Option 1
Discuss the causes, nature and the consequences of the Vietnam War on each of the societies it affected.

Option 2
"Major battles are not without their consequences." Discuss the consequences of a major battle of the Vietnam War. Argue your case in relation to the causes, nature and the consequences of the war on each of the societies it affected.

Option 3
"It is often the tactics that determine the nature of a conflict." To what extent do you agree? Argue your case in relation to the nature and consequences of the war on each of the societies it affected.

Essay Details
1) Word Length: 1000 words.
2) Your responses must be in correct essay and TEEL-paragraph structure, including supporting evidence in each paragraph.
3) In your research you must study at least two variances of resources.
4) You may use information from any of the sources that we have studied in class, including notes and worksheets.
5) Your assignment must have a sources list attached.
# The Vietnam War Essay Rubric

## Year 10 Australian Curriculum: History – Assessment Standards

<table>
<thead>
<tr>
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<th>A</th>
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<tbody>
<tr>
<td>**Chronology, Terms</td>
<td>Comprehensive use of chronological sequencing to demonstrate the</td>
<td>Considered explanation of specific sequence of historical events to</td>
<td>Relevant explanation of specific sequence of historical events to</td>
<td>Recognition and basic use of some sequence of historical events to</td>
<td>Limited awareness of chronological sequencing.</td>
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<tr>
<td>and Concepts</td>
<td>relationship between events and developments in different periods and places.</td>
<td>demonstrate events and developments in different periods and places.</td>
<td>demonstrate events and developments in different periods and places.</td>
<td>demonstrate events and developments in different periods and places.</td>
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<tr>
<td>Astute use of historical</td>
<td>Considered use of historical terms and concepts.</td>
<td>Competent use of historical terms and concepts.</td>
<td>Basic use of historical terms.</td>
<td>Some description of historical terms.</td>
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<td>terms and concepts</td>
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<td>**Historical Questions</td>
<td>Insightful identification of different kinds of questions about the</td>
<td>Considered identification of different kinds of questions about the</td>
<td>Competent identification of different kinds of questions to inform</td>
<td>Partial identification of similar questions to inform a historical</td>
<td>Limited attempt at identifying similar questions to inform basic historical inquiry.</td>
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<td>and Research</td>
<td>the past to inform historical inquiry.</td>
<td>the past to inform historical inquiry.</td>
<td>a historical inquiry.</td>
<td>a historical inquiry.</td>
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<td>Comprehensive ability</td>
<td>Considered ability to evaluate and answer these questions.</td>
<td>Competent ability to evaluate and answer these questions.</td>
<td>Developing ability to answer these questions.</td>
<td>Limited ability to answer these questions.</td>
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<td>to evaluate and enhance</td>
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<td>these questions.</td>
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<tr>
<td>Comprehensive ability</td>
<td>Comprehensive ability to identify and locate relevant sources, using ICT and other methods.</td>
<td>Comprehensive ability to identify and locate relevant sources, using ICT and other methods.</td>
<td>Competency in identifying and locating relevant sources, using ICT</td>
<td>Developing ability in identifying and locating relevant sources, using ICT.</td>
<td>Basic ability in identifying sources using ICT.</td>
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<td>to identify and locate</td>
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<td>relevant sources, using</td>
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<td>ICT and other methods.</td>
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<td>Analysis and Use of Sources</td>
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<td>Comprehensive and astute analysis of the origin and purpose of primary and secondary sources.</td>
<td>Considered analysis of the origin and purpose of primary and secondary sources.</td>
<td>Competent analysis of the origin and purpose of primary and secondary sources.</td>
<td>Superficial analysis of the origin of primary and secondary sources.</td>
<td>Description of the origin and purpose of primary and secondary sources.</td>
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<td>Astute ability to process and synthesise information from a range of sources for use as evidence in an historical argument.</td>
<td>Considered ability to process and synthesise information from a range of sources for use as evidence in an historical argument.</td>
<td>Competent ability in processing and synthesising information from a range of sources for use as evidence in an historical argument.</td>
<td>Developing ability in processing information from some sources for use as evidence in an historical argument.</td>
<td>Basic ability to process some information from a very narrow range of sources.</td>
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<td>Insightful ability to draw conclusions about the usefulness and reliability of sources.</td>
<td>Considered ability to draw conclusions about the usefulness and reliability of sources.</td>
<td>Competent ability to draw conclusions about the usefulness of sources.</td>
<td>Some awareness of the usefulness of sources.</td>
<td>Not able to draw conclusions about usefulness of sources.</td>
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<tr>
<td>Perspectives and Interpretation</td>
<td>A</td>
<td>B</td>
<td>C</td>
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<tr>
<td>Comprehensive and insightful ability to identify and analyse the perspectives of people from the past.</td>
<td>Informed ability to identify and analyse the perspectives of people from the past.</td>
<td>Ability to identify and analyse the perspectives of people from the past.</td>
<td>Some awareness of perspectives from the past.</td>
<td>Emerging awareness of perspectives from the past.</td>
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<tr>
<td>Comprehensive and insightful ability to identify and analyse different historical interpretations, including your own.</td>
<td>Informed ability to identify and analyse different historical interpretations, including your own.</td>
<td>Ability to identify and analyse different historical interpretations, including your own.</td>
<td>Some awareness of different historical interpretations, including your own.</td>
<td>Emerging awareness of your own historical interpretation.</td>
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<tr>
<td>Explanation and Communication</td>
<td>A</td>
<td>B</td>
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<td>Consistent, clear and appropriate development of texts, particularly descriptions and discussions that use evidence from a wide range of sources that are acknowledged.</td>
<td>Mostly consistent, clear and appropriate development of texts, particularly descriptions and discussions that use evidence from a varied range of sources that are acknowledged.</td>
<td>Appropriate development of texts, particularly descriptions and discussions that use evidence from some range of sources that are acknowledged.</td>
<td>Some appropriate development of texts, which focus on description that uses a narrow range of poorly acknowledged sources.</td>
<td>Limited development of texts, which focus on descriptions with limited evidence from sources that are not acknowledged.</td>
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<tr>
<td>Well-structured and logical use of a range of communication forms (oral, graphic, written) and digital technologies.</td>
<td>Structured and coherent use a range of communication forms (oral, graphic, written) and digital technologies.</td>
<td>Generally coherent use a range of communication forms (oral, graphic, written) and digital technologies.</td>
<td>Basic use of communication forms (oral, graphic, written) and digital technologies.</td>
<td>Only one communication form used.</td>
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