

Wartime Dissent in America  
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Honors American History II  
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## Wartime Dissent in America

Description: The Honors Student will write a detailed week-long lesson plan which examines broad themes of dissent during wartime in the twentieth and twenty-first centuries. This paper lesson plan will serve as a supplemental project, tangentially related to an already-assigned research paper on the Vietnam War. The lesson plan will be geared toward seventh grade students and follow North Carolina educational standards.

The Honors Student will better understand the expressions and limits to dissent in American history and will better incorporate multiple media forms in historical research to present to a young adult audience.

The Honors Instructor will grade the aforementioned project based on depth and breadth of research, clarity of writing, and accessibility and application of educational materials.

### Goals and Objectives

Goal/Objective I: Identifying and defining dissent

Activities: Conducting historical scholarship

Outcome(s): Detailed research plan

Evaluation Criteria: Student presents primary and secondary sources, as well as addresses critical historical events and broader interpretive materials

Goal/Objective II: Choosing an interpretive lens through which to investigate dissent, as well as identifying which information is appropriate for a middle school audience

Activities: Identify whether to focus the paper on certain subsets of the population, visual arts, etc.

Outcome(s): Written outline of research and lesson plan

Evaluation Criteria: Clear thesis, organization of research materials, brainstorming on classroom materials and activities

Goal/Objective III: Creating a unique middle school Social Studies lesson plan and accompanying display

Activities: Creation of daily lesson plan outlines, learning objectives, PowerPoint presentations, quiz with answer key, in-class activity, review game, and homework assignment or project with grading rubric

Outcome(s): Research and middle school lesson plan, supplemental to required five-page paper on the Vietnam War and accompanying poster for display

Evaluation Criteria: Noted work of written scholarship, clear understanding of narrow and broad-based historical research, as well as accessibility and application of material to a middle school audience

#### Additional Components

Secondary Research: Summary of existing research, previous work, or literature review

Writing: Creating additional documents beyond those outlined in project activities

Poster Images:

[Wartime Dissent in America Poster Presentation](#)

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### “Hell No, We Won’t Go!”

The Vietnam War began in 1954, when French rule in Indochina ended and Communist leader Ho Chi Minh waged war against South Vietnam. The United States began military intervention against the North Vietnamese in 1965 under the proviso of the Truman Doctrine, which states that the United States would provide political, military, and economic assistance to all democratic nations under the threat from external or internal authoritarian forces. As the number of American forces in Vietnam began to grow under President Lyndon B. Johnson, public outcry was beginning to take place at home. In order to strengthen the military in terms of manpower, Johnson announced that tours of the enlisted would be extended, discharged soldiers were recalled, and there was a much higher number of men drafted for service (Smitha). The Johnson administration used the draft to call up hundreds of thousands for service. Because of a growing number of casualties and a declining approval rate in Vietnam, Americans began resisting their draft notices by the thousands. The 1960s generally saw three types of dodgers: evaders, avoiders, and resisters, each with their own methods and reasoning for refusing military service in Vietnam. Although some negativity resulted from the anti-war movement, ultimately those who participated in protest, fled the country, or avoided the draft did so under justifiable circumstances.

Dating back to the Civil War, military conscription was a tool implemented by the United States government to fill vacancies in the military that were not filled voluntarily. The Selective Service System is an independent civilian agency within the Executive Branch of the federal government, with the Director of Selective Service appointed by the President (Selective Service System). President Woodrow Wilson signed the Selective Service Act on May 18, 1917, in preparation for World War I. During the Vietnam War, roughly two-thirds of American troops volunteered for service, and the rest were selected for service through the draft (Valentine). Upon being drafted, draftees reported to their local draft board to determine their military eligibility. In 1969, the Selective Service televised a draft lottery to determine the order of induction for draftees. There were 366 blue capsules that were drawn, one for each day of the year (including February 29). The first date drawn was September 14, meaning that all service-aged men born on that day were assigned lottery number one. The use of the draft during an already unpopular war caused many unfavorable reactions from the American public, and hundreds of thousands of antiwar and antidraft protestors took to the streets in protest.

Vietnam was referred to as a “working-class” war because it was relatively easy for those of the upper-class to be granted a deferment. Two-thirds of those who were drafted were of the middle- or lower-class (Vietnam Memorial). Young people in particular became angry about the Vietnam conflict because the average age of the Vietnam soldier was nineteen (Mara, 33). In October 1966, Secretary of Defense Robert McNamara launched a cruel proposal called Project 100,000. The goals of the project were to increase manpower in Vietnam and theoretically help combat poverty of the lower-class through military service. Those who had previously tested below the 30<sup>th</sup> percentile were recruited for war and treated as normal soldiers. The problem

behind that logic is that those with lower scores should not have been put in that situation.

Nicknamed “McNamara’s Morons,” most of the recruits had physical handicaps, a high number had very low mental abilities, and some were completely illiterate. This meant that most were unable to attend technical training and were placed in the infantry, where they were constantly reassigned. The Project soldiers were three times more likely to be killed and were more likely to be arrested (Davis). The demographic that was outraged by this project were the war veterans who were discharged for less-than-honorable reasons, one of the most common being “unsuitability” (Gregory).

The term “draft evaders” generally refers to those who legally or illegally fled the country to avoid their call-up. Most evaders headed north to Canada where the immigration process proved to be relatively simple. In the 1960s, those looking to emigrate simply filled out their application at the border or through the mail. Border agents had the discretion to question military service until May of 1969, when activists had a policy pushed so that no questions about military status would be asked (Carl). Between 1968 and 1972, roughly 67,000 Americans legally emigrated to Canada (MacPherson, 355). With the help of underground resistance groups and many miles of unguarded borderland, many military deserters and draft resisters entered the country illegally, making the total number of evaders and deserters almost impossible to estimate. The reasoning behind evasion was fueled mainly by two motives: political contempt or self-protection. Those who fled often justified their actions by claiming a strong moral opposition toward the war, with many arguing that serving jail time would be ineffective. However, many refuted that argument by pointing out that fleeing the country would be equally as ineffective going to jail. Others claimed a lack of viable options to avoid combat. Many

evaders were of the working-class who lacked the money and influence used by the upper-class to avoid the draft. Back in the United States, politicians and antiwar protestors alike frequently labeled evaders as cowards who ran away instead of finding a more “noble” method of refusing service. On November 16, 1977, President Jimmy Carter issued an official pardon for draft dodgers (deserters excluded) and roughly half of those who fled the war returned home to the United States, demonstrating that the majority of draft evaders had issues with the Vietnam War, not with the American system.

Avoiders of the Vietnam War draft were those who sought to beat the draft system by obtaining deferments from military service or finding ways to be disqualified by the draft boards. A myriad of methods were used to dodge the draft or change one’s draft classification, including enrollment in college or divinity school, enlistment in the reserves or the National Guard, filing for conscientious objector status, and various forms of medical exemptions, many of which were self-imposed, faked, or purchased through bribery. One of the simplest methods to obtain a draft deferment was to enroll in college. Draft-aged male college attendance rose 4-6% in the late 1960s and raised the fraction of men born during the 1940s with a college degree by 2% (Card and Lemieux). After college, one could apply for an occupational deferment by becoming a doctor, teacher, or police officer.

In 1971, President Nixon ended student deferments in an attempt to create a draft system that created a system of “randomized fairness”. President Nixon also hoped that this method of “fair” selection would reduce anti-war sentiments on college campuses nationwide. However, public reaction to the draft lottery did not go as planned. Many still protested that the new draft system

was unfair, and those who were drafted inevitably faced four options: accept their draft notice and fight in an immoral war, go to jail, or find a way to avoid the draft and jail. By the end of the war, there were 570,000 draft violations and 563,000 less-than-honorable discharges (Frank). Throughout the war, over one million males became reservists or guardsmen and by the end of 1968 the Army National Guard had a waiting list of over 100,000 (MacPherson, 144). A post-war study conducted by the Pentagon reports that 71% of reservists and 90% of guardsmen were draft-motivated (MacPherson, 144). Out of the combined 1,040,000 reservists and guardsmen, only 15,000 were sent to Vietnam. The rest performed domestic service (MacPherson, 144). Conscientious objector status was granted to those who could demonstrate “sincerity in belief in religious teachings combined with a profound moral aversion to the war.” Obtaining conscientious objector status was difficult to obtain because it was mainly granted to those who could prove sincere religious pacifism and because draft boards across the country were unclear or mistaken about the rules. There were only 172,000 conscientious objectors during the Vietnam War (MacPherson, 99). In 1965, Daniel Seeger, a Vietnam draftee, appeared before the Supreme Court to fight his Selective Service conviction. Seeger’s draft board only issued conscientious objector status to Quakers, Mennonites, Jehovah’s Witnesses, and other pacifist religions, of which Seeger was not a member. However, the Supreme Court overturned his conviction and was granted conscientious objector exemption under the implication that anyone with a sincere “personal” religious opposition could be granted the status. It was the first major Selective Service case heard by the Supreme Court since World War II (MacPherson, 100). However, many legitimate would-be objectors were rejected.

Cheating the draft through medical exemptions was another common ploy by draftees. Potential candidates would gain or lose excessive amounts of weight, fake psychological disorders, re-aggravate old sports injuries, jab themselves with needles to feign heroin addiction, or claim homosexuality, which was classified as a disease at the time. It is estimated that over one million men abused their health and bodies in order to avoid service (MacPherson, 97). Many paid doctors, lawyers, or psychologists for false documentation to legitimize their claims to the draft board. Many publications were written on how to avoid the draft. David Suttler's *IV-F – A Guide to Draft Exemptions* reprinted the entire section of the medical examination with the acceptable pass or fail rates for the tests. In 1971, the Pentagon calculated and divided the millions of men who were granted deferments or exemptions and another study revealed that 60% of those who did not go to Vietnam took active steps to ensure as such (MacPherson, 98). The culture of the 1960s was vastly different from today's culture, which plays into how Americans conceived the war and American soldiers. Many think that hippies made up the majority of protestors, but in reality, opinions of the war differed and came from citizens of all races, political parties, and walks of life. Resistance had no specific group. Unlike any other war, the veterans returning home from service were completely disrespected and deemed the opposite of heroes because of their involvement in and immoral war. They were spit on, flipped off, and called "baby killers" because of the high number of civilian Vietnamese casualties. Uncharacteristically of history, the anti-war leaders were the ones who were credited as heroes. The Vietnam War was the exception to all other wars in which homecoming soldiers received heroic and warm welcome home.

Resisters of the Vietnam draft were those who committed felony draft violations, usually through acts of civil disobedience, that could result in prison time. They typically used public forums to

stage their strong moral convictions against the war. One of the most common forms of draft dissidence emerged in the form of draft card burnings. In October 1965, David J. Miller became the first person to burn his draft card in front of television and newspaper photographers at the Army Induction Center in New York City after federal legislation was passed which made the act a felony. The result was a rapid increase in draft card burnings by others who protested the war (Mann, 129). An anonymous protestor described draft card burning as “a major symbolic act of renunciation of the war in Vietnam and United States militarism generally.” Draft card burning carried penalties of up to five years in prison and up to \$10,000 in fines (Mann, 132). Many antidraft protestors mailed their draft cards back, some even to the President. Petitions began to circulate in major newspapers with thousands of signatures from those who flat-out refused to go to Vietnam. In total, there were over 300,000 draft dodgers and deserters (Vietnam Veterans Memorial Fund). In David Harris’s opinion piece “I Picked Prison Over Fighting in Vietnam” published in *The New York Times*, he recounts his refusal to be drafted along with his role as a leader in The Resistance, an organization devoted to the antidraft movement. He recalls his judge not allowing him to present any testimony during his day in court. He says, “Some would call me a draft dodger, but I dodged nothing. There was no evasion of any sort, no attempt to hide from the consequences.”

By 1969, student body presidents of 253 universities wrote to the White House to say that they would personally refuse induction, joining the half million others who refused throughout the course of the war (Kingdig). In Oakland, California during “Stop the Draft Week,” thousands of antidraft protestors stormed the military induction center. Millions of protestors nationwide followed suit. There were numerous reasons behind the Vietnam protests. Each protester had

independent interests in protesting the war. Many did not believe in the morality of the politics used in the war. People began to question President Johnson's interest in Vietnam. Why did Johnson want to protect Vietnam's freedom? What did Vietnam's independence have to do with America's? Did Communism in Vietnam pose a threat to the United States? The left was concerned that the government's power was too great and needed to be checked (Mara, 32-33). Some had personal ties because of family members serving abroad. One of the most common reasons for rebuttal stemmed from racial and socioeconomic problems behind the draft system. There were incredibly disproportionate numbers of black and lower-class called to serve. The Vietnam War had the highest number of blacks to ever serve in an American war (Butler). Vietnam was referred to as the "Working Man's War" due to the high numbers of lower-class enlisted and drafted soldiers. Out of the 2.5 million men who served, 80% of them came from lower-class and impoverished backgrounds (Weigley). The simple fact behind those numbers is that the wealthy and middle- and upper-classes could buy their way out, or in some cases use any connections in Washington that they had. A report in 1970 discerned that up until the time of the study, 234 sons of Senators and Congressmen had sons who became eligible for the draft. Out of the 234, roughly half (119) received deferments, and only 28 ever saw Vietnam. Of the 28, only 19 saw "combat," but the definition and circumstances of combat were unknown (MacPherson, 141).

President Johnson publicly denounced draft resisters and his administration announced that those who burned their draft cards would be among the first inducted into service and those who violated other laws, such as blocking troop trains or raiding draft boards, would be prosecuted. President Johnson used a perceived fear of communist influence as a tool against antiwar

protestors and ordered increased FBI surveillance on leaders of the antiwar movement and citizens who had directly sent draft-related mail to the White House. On December 1, 1967, J. Edgar Hoover sent a memorandum to twenty-three FBI field offices stating, "Individual cases are being opened regarding leaders of antidraft organizations and individuals not connected with such organizations but who actively engaged in counseling, aiding, and abetting the antidraft movement" (Scherer, 109). The Nixon administration increased investigations and illegally employed the CIA for break-ins, phone wiretaps, and opening mail. Those who were targeted the most under Hoover's COINTELPRO (Counter-Intelligence Programs) were members of the Communist party, the Socialist Workers Party, white supremacists, black nationalists, and leaders of the New Left (O'Dell). COINTELPRO claimed to be a fight against Communism and protesters were un-American and were traitors to the United States, making these groups the most targeted groups by the federal government during the Vietnam era. President Nixon even used the IRS to investigate prominent antiwar organizations. The courtrooms became overwhelmed with cases pertaining to draft violations. By 1969, Selective Service cases had become the fourth largest group of cases on the criminal docket (MacPherson, 308). Between 1965-1975, federal officials charged over 22,000 Americans with various draft law violations and 8,756 were convicted. Only 4,001 of those convicted served jail time (Mann, 129). On average, those who served time were paroled in eleven months. Many Americans claimed their right to burn draft cards under the First Amendment. However, the Supreme Court upheld the convictions because burning a draft card was not dissent, it was direct resistance to a law that prohibited the cards' willful destruction (Mann, 129). The 4,000 that were convicted, indicted,

and served jail time equates to less than half of one percent of the half million men that were uncooperative during the war (MacPherson, 400).

The antiwar movement of the Vietnam War made dodging the draft socially acceptable, if not “honorable.” Millions of young people found a voice in the antiwar movement and used it to speak against a war they felt was unnecessary and unwinnable. Some had political convictions against the draft while some wanted the draft ended out of self-preservation and fear. Many political leaders and those in the upper-class denounced draft dodgers as unpatriotic cowards. However, an attitude survey conducted in 1980, Vietnam veterans’ attitudes toward their peers who protested the war or avoided the draft by leaving the country were relatively cool (MacPherson, 168). “From the time I entered military, it became increasingly obvious that the heroes of this war were those who fought it in the streets of American cities or in the courts or in the jails or by leaving the country rather than lend their support. Certainly, there are distinctions among them...but the distinctions are irrelevant. Whatever the personal cost, all of them – exiles, deserters, and resisters of every stripe – answered the call to fight in a senseless war with the most appropriate response – an outright refusal.” -Arthur Egendorf Jr. 1972, Vietnam veteran. Dissent during the Vietnam War witnessed resistance on new levels. Beating the draft became a status symbol. Historians agree that no other war in American history provoked a bigger outpouring of dissent and protest (Mann, 138). However, dissent builds democracy, and the justifications behind the anti-war movement and protests gave the people a voice and were valid, powerful, and productive.

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# Wartime Dissent in America Lesson Plan

## Seventh Grade Social Studies

### Unit Objectives:

- Understand and identify dissent and civil disobedience in wartime America
- Compare and contrast the meanings, forms, and changes of dissent throughout history
- Understand how political conflict can cause a change in civil liberties

### Unit Essential Questions:

- What are the benefits and consequences of questioning or challenging authority?
- How does studying dissent help us realize that the ideas and actions of individuals and groups have consequences and shape events?
- Is there a price to protect civil liberties? If so, what is it?

### North Carolina Content Standards:

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text
- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text
- W.7.1 Write arguments to support claims with clear reasoning and relevant evidence
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grade seven topics, texts, and issues, building on others' ideas and expressing their own clearly

- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study
- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
  - A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn
- RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text
- 7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time
- 7.H.1.2 Summarize the literal meaning of historical documents in order to establish context
- 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives
- 7.H.2.1 Analyze the effects of social, economic, military, and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism, and colonization)
- 7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups (e.g. humanitarian efforts, the United Nations, World Health Organization,

non-governmental organizations, European Union, and organization of American states)

- 7.C&G.1.1 Summarize the ideas that have helped shape political thought in various societies and regions (e.g. Enlightenment and scientific revolution, democracy, Communism, and socialism)
- 7.C&G.1.3 Compare the requirements (e.g. age, gender, legal status, economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes, military service)
- 7.C&G.1.4 Compare the sources of power and governmental authority society (e.g. monarchs, dictators, elected officials, anti-government groups, religious and political factions)
- 7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict, Social Darwinism)
- EX.7.C&G.1 Understand the rights and responsibilities of an individual in relationship to society

Materials Needed:

- Paper
- Markers
- Colored pencils

## Monday: Understanding Dissent

### Lesson Objectives:

- Understand dissent and civil disobedience
- Identify examples of civil disobedience
- Understand the potential effects of diversity of opinion
- Determine a theme of a text and analyze its development over the course of a text and provide an objective summary of the text

### North Carolina Content Standards:

- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text
- W.7.1 Write arguments to support claims with clear reasoning and relevant evidence
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse topics on grade seven topics, texts, and issues, building on others' ideas and expressing their own clearly
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study
- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks
- RI.7.1 Analyze texts to identify where information is explicitly stated and where inferences must be drawn
- EX.7.C&G.1 Understand the rights and responsibilities of an individual in relationship to society

### Lesson Introduction: Warm-up writing (5 minutes)

- You come home from school one day and your parents take away your cell phone without an explanation. How would you express your disagreement?
- Discussion (5 minutes)

### Activity

- Give students examples of civil disobedience through a PowerPoint presentation (20 minutes)
  - Gandhi, Rosa Parks, Thomas Paine, the Boston Tea Party, Black Lives Matter, peaceful protests, political rallies, boycotts, etc.

### Dissent and Civil Disobedience

- In groups of three, students will answer one of the following questions individually, then come together as a small group to discuss (15 minutes)
  - Does society really encourage diversity of opinion?
  - What are some of the potential consequences of protesting war?
  - What are some potential positive outcomes from protesting war?

### Ticket Out: (5 minutes)

- Place quote on the board and ask students how it related to the topic discussed today. They must make one written connection to leave the room.
  - “The best and easiest way is not to stop the mouths of others, but to make yourselves as good men as you can.” Socrates on dissent

## Tuesday: World War I and World War II

### Learning Objectives:

- Understand how civil liberties can be threatened
- Compare and contrast different events during World War I and World War II that stripped particular groups of their rights
- Identify the main points in a text

### North Carolina Content Standards:

- RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text
- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade seven topics, texts, and issues, building on others' ideas and expressing their own clearly
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study
- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks
- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
  - A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn

- RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text
- 7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time
- 7.H.1.2 Summarize the literal meaning of historical documents, in order to establish context
- 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives
- 7.H.2.1 Analyze the effects of social, economic, military, and political conflict among nations, regions, and groups
- 7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups
- 7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions
- 7.C&G.1.4 Compare the sources of power and governmental authority society
- 7.C.1.1 Explain how culture unites and divides society and regions

Lesson Introduction: Warm-up writing (5 minutes)

- How do you think America would be different without the guarantee of free speech?
- Discussion (5 minutes)

Activity:

- Topics:
  - [The Espionage and Sedition Acts](#)
  - [The Red Scare of 1919: The Palmer Raids](#)
  - [Shadows of War: Ethnicity and Patriotism](#)
  - [Japanese-American Internment](#)
- Divide the class into four small groups and assign one article for each group
- Read articles (10 minutes)

- Each student will fill out a graphic organizer provided by the teacher
- Students will organize the main ideas, points they agree with, points they disagree with, and points that are not understood (30 minutes)

Ticket Out:

- Graphic organizer

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Main Ideas:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Points you agree with:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Points you disagree with:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What do you not understand?

- \_\_\_\_\_

## Wednesday: The Vietnam War

### Lesson Objectives:

- Understand the change in the nature of dissent between the World Wars and the Vietnam War, as well as the effects
- Identify the limits to dissent
- Draw conclusions on the morality of certain actions

### North Carolina Content Standards:

- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade seven topics, texts, and issues, building on others' ideas and expressing their own clearly
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study
- RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn
- RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text
- 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives
- 7.H.2.1 Analyze the effects of social, economic, military, and political conflict among nations, regions, and groups
- 7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups
- 7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions
- 7.C&G.1.3 Compare the requirements and responsibilities of citizenship under various governments

- 7.C&G.1.4 Compare the sources of power and governmental authority society
- 7.C.1.1 Explain how culture unites and divides societies and regions
- EX.7.C&G.1 Understand the rights and responsibilities of an individual in relationship to society

Lesson Introduction: Warm-up writing (5 minutes)

- Imagine America is engaged in a war that you are morally against. One day, the government drafts you for required military service. How would you handle the situation?
- Discussion (5 minutes)

Activity:

- Video on Vietnam War protests (35 minutes)

### [The 20th Century: Vietnam Protest Movement](#)

- Pause halfway and ask the following:
  - Who were the main group of dissenters during the Vietnam War?
    - College students
  - Why were they opposed to the war?
    - Anger over senseless killing
    - “Not their war”
- After the video:
  - What were some forms of protest?
    - Marches, sit-downs, draft card burnings
  - Do you think the actions of the Vietnam dissenters were justifiable?

Ticket Out: (5 minutes)

- Write down one specific question about the video

## Thursday: The Global War on Terror

### Lesson Objectives:

- Identify the causes of the War on Terror
- Identify the differences between the War in Afghanistan and the War in Iraq
- Understand the Patriot Act and the rebuttal behind it

### North Carolina Content Standards:

- RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text
- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade seven topics, texts, and issues, building on others' ideas and expressing their own clearly
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study
- RI.7.1 Analyze text to identify where information is explicitly stated and where inferences must be drawn
- RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text
- 7.H.1.2 Summarize the literal meaning of historical documents in order to establish context
- 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives
- 7.H.2.1 Analyze the effects of social, economic, military, and political conflict among nations, regions, or groups
- 7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups

- 7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions
- 7.C&G.1.4 Compare the sources of power and governmental authority society
- 7.C.1.1 Explain how culture unites and divides society and regions
- EX.7.C&G.1 Understand the rights and responsibilities of an individual in relationship to society

Lesson Introduction: (10 minutes)

- Pop quiz to gauge understanding. Remediation will be provided to students who need assistance.

Activity:

- Brief PowerPoint presentation on the war in the Middle East and the USA Patriot Act (20 minutes)

### [War on Terror](#)

- Play 'Fact or Fiction?' with a PowerPoint presentation. Show a slide, ask if it is fact or fiction, then discuss the answer. (15 minutes)

### [Fact or Fiction Game](#)

Ticket Out: (5 minutes)

- How can you fight someone who is so far away? Globally?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Dissent and Civil Disobedience Quiz

1. In 1942, the federal government authorized \_\_\_\_\_ relocation camps.
  - a. German
  - b. Japanese
  - c. Polish
  - d. Russian
2. The Red Scare of 1919 exemplified fears of \_\_\_\_\_ in America.
  - a. Socialism
  - b. Capitalism
  - c. Communism
  - d. Dictatorship
3. True or false: American democracy has never been directly threatened by dissent.
  - a. True
  - b. False
4. Which definition correctly identifies dissent?
  - a. The expression or holding of opinions at variance with those previously, commonly, or officially held
  - b. The refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of protest
5. Which of the following is NOT a form of civil disobedience?
  - a. Labor strikes
  - b. Assaulting law enforcement
  - c. Boycotting products or laws
  - d. Political rallies

6. Who were the main group of dissenters of the Vietnam War?
  - a. Politicians
  - b. Blue-collar workers
  - c. The middle-class
  - d. College students
7. Which of the following nationalities came under attack during World War I?
  - a. Germans
  - b. Russians
  - c. Polish
  - d. Italians
8. True or false: Dissent can be counterproductive and ineffective, but it can also strengthen a nation and lead to change.
  - a. True
  - b. False
9. True or false: The Vietnam War draft was full of loopholes.
  - a. True
  - b. False
10. Name two leaders of civil disobedience.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Dissent and Civil Disobedience Quiz

### (Answer Key)

1. In 1942, the federal government authorized \_\_\_\_\_ relocation camps.
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- a. True
  - b. False
10. Name two leaders of civil disobedience.
- a. \_\_\_\_\_
  - b. \_\_\_\_\_

## Friday: Wrap-Up

### Lesson Objectives:

- Complete a poster to demonstrate an understanding of the effects of war
- Analyze the effects of political conflict with the American citizenry
- Present poster clearly to the class

### North Carolina Content Standards:

- RL.7.2 Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text
- RI.7.3 Analyze the interactions between individuals, events, and ideas in a text
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how ideas clarify a topic, text, or issue under study
- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
  - A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text
- 7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time

- 7.H.2.1 Analyze the effects of social, economic, military, and political conflict among nations, regions, and groups
- 7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups
- 7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions
- 7.C&G.1.4 Compare the sources of power and governmental authority in society
- 7.C.1.1 Explain how culture unites and divides society and regions
- EX.7.C&G.1 Understand the rights and responsibilities of an individual in relationship to society

Activity: (50 minutes)

- Design a poster about the effects of one of the four wars discussed this week. Students may work individually or in groups of two or three. The final project will be presented to the class on Monday. Posters will be graded according to the rubric.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### War Poster Grading Rubric

|                                                                        | 4- Advanced                                                                                                 | 3- Proficient                                                                            | 2- Below Proficient                                                                  | 1- Novice                                                                  |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Content:</b><br>(Information about the topic)                       | Had many details about the topic; All details were correct                                                  | Had many details about the topic; A few details were not correct                         | Had few details about the topic; Some information was not correct                    | Work was not about the topic                                               |
| <b>Writing:</b><br>Creativity and Originality<br>(Writing is creative) | Writing had many creative details that made the reader want to learn more                                   | Writing had three or more examples of creative ideas                                     | Writing had one to two creative ideas                                                | Writing was not creative and did not show imagination                      |
| <b>Writing:</b> Word Choice<br>(Correct words and details)             | Work used many adjectives to show ideas; Work used excellent words to paint a clear picture                 | Work used many adjectives to show ideas; Work used words that took away from the meaning | Work had few adjectives or descriptive words; Work used the same words over and over | Work did not have adjectives or specific words                             |
| <b>Media:</b><br>Pictures<br>(Photos and/or cartoons)                  | Project has many pictures to make it interesting; Pictures made the story or text better                    | Project used pictures that made it interesting                                           | Project had too many or too few pictures                                             | Project did not have any pictures                                          |
| <b>Design:</b><br>Overview<br>(Colors, font, etc.)                     | Excellent use of color, text, and/or fonts in the project; The reader wanted to keep looking at the project | Good use of color, text, and/or fonts; The project was easy to look at                   | Too many different fonts and colors used; Information was hard to view               | Did not change the font or color; The design made the project hard to view |