



“THE AMERICAN HUMANITARIAN EFFORT”

OUT-TAKES FROM VIETNAM

Out-Takes from Vietnam Lesson Plans

Recommended Level: **High School**

Time Required: **2 Days**

Introduction

Out-Takes from Vietnam is the story of how our troops reached out to the Vietnamese people during the war. The students learn first-hand from the heroic veterans and civilians who went above and beyond their duties in the war. Since these acts are not widely remembered, this can be a jumping off point for discussion of media coverage of the Vietnam War and Operation Iraqi Freedom. Do the press cover stories like this today? What good things are our troops doing today? These lessons encourage the students to research the humanitarian efforts of our troops today in Iraq and Afghanistan.

Materials:

- Video *Out-Takes from Vietnam*
- World map and map of Vietnam
- Internet access

Day 1

Aim:

1. Discuss the role of the press in wartime.
2. Introduce video: *Out-Takes from Vietnam*. Possible points to emphasize: stress to students that they will see a different side to our involvement in the war. That with all the difficulties and tension our troops were under, they found the time to reach out to the Vietnamese people, often in a heroic manner. Pay particular attention to the eyewitnesses as they tell their stories.
3. Preview focus questions and show video (41 minutes).

Procedure:

1. Analyze role of press in wartime and effects on public opinion at home.
 - a. Benefits of seeing war at first-hand.

Possible answers: Visual, real time, make own judgments and other appropriate answers.

- b. Disadvantages of seeing war:
Possible answers: See what media wants you to see, lack framework, open to misinterpretation, horrors of war
- c. Discuss how Vietnam was called the “television war”.

Example of Tet offensive in 1968: All-out attack by North Vietnam and Vietcong on U.S. bases. The U.S. actually won the offensive, but the overall effect was: U.S public opinion began to turn against the war due to news coverage of the Tet Offensive; peace talks began; and President Johnson decided not to run for re-election in 1968.

- c. Compare to the role of the press in Iraq today.

Discussion questions:

1. Could you call the war in Iraq a “television war”?
2. Do we see a lot of front line TV coverage every night on our evening news?
4. Is press coverage positive or negative?
3. Explain that government policy on the press in Iraq is that they are permitted to be embedded in a unit and cover that particular platoon or mission. They are not allowed to wander at will with any unit to the front lines.
4. Introduce *Out-Takes from Vietnam*
5. Preview focus questions with students and show video. See Student Handout #1.

Assessment:

Write a one-page editorial.

Topic choices:

1. The Role of the Press in Vietnam
2. Above and Beyond: The Role of our Troops in Operation Dust Off, or Operation Baby Lift, or Father Capodanno.

Day 2

Aim:

1. Discuss different roles assumed by our troops besides those of soldiers in Vietnam.
2. Discuss the role of the press in Vietnam and in the war today using focus questions.

3. The students will gain more knowledge on Operation Dust Off, Operation Baby Lift, Father Capodanno's sacrifice of his life, and Dr. Carl Bartecchi.
4. The students will research American humanitarian efforts in Iraq and Afghanistan.

Procedure:

1. Work individually or in groups to complete focus questions.
2. Discuss different humanitarian roles using focus questions as reference. Stress value of having eyewitness accounts.
3. Discuss role of press in both wars.
4. Divide the class into five groups to research the following topics on the internet:
 - a. Operation Dust Off
 - b. Operation Baby Lift and/or Dr. Carl Bartecchi
 - c. Father Capodanno's sacrifice of his life
 - d. American humanitarian efforts in Iraq today.
 - e. American humanitarian efforts in Afghanistan today

Assessment:

Individual assignment: An essay on their findings.

Group assessment: If time permits, it would be good to have students share their findings with the class in either a poster or Power Point presentation. See the 5 Day plan for worksheets and rubric for Power Point presentation



Student Handout #1

Name _____

Date: _____

Focus questions for *Out-Takes from Vietnam*

1. According to the narrator, what influence did TV have on U.S. public opinion on the Vietnam War? _____

2. Describe some of the social problems that the Vietnamese people suffered. _____

3. Relate the ways our troops responded to these problems: _____

4. Colonel James White speaks of “winning the hearts and minds of the people”. What did he mean by this phrase? _____

5. What was hoped would be effect of the program mentioned in #4 above? _____

6. Describe Operation Dust Off. How did our troops go above and beyond their duty? _____

7. Why was the helicopter so valuable in Vietnam? _____

8. Compare the contrast dangers faced by Dust Off crews and troop carriers. _____

9. How did Father Capodanno win his Medal of Honor? _____

10. Enumerate all the people and supplies required for Operation Baby Lift to work.

11. Describe the efforts of Dr. Carl Bartecchi. Evaluate the success of his program in Vietnam. Be sure to give reasons for your opinion.

12. Throughout the video, how would you generally describe the attitudes of our veterans as they described their activities during the war?

Possible answers to focus questions (Handout #1)

1. Negative. Ask students how they felt watching the people at the end of the video trying to escape from Vietnam. Point out that is what the American public was watching.
2. Social problems: poor health care lack of doctors, destruction of their property; injuries due to war.
3. Response to our troops:
 - a. Major Brady: did something!
 - b. Betty Tinsdale: troops brought toys; took kids to zoo; gave health care
 - c. Lewis Hilliard: supplies to sisters in orphanage
 - d. Dr. Bartecchi: set up clinics; went out into villages; plumbing; electrical work
 - e. Anthony Accamando: food, clothing from home
 - f. Any other appropriate responses
4. Col. White hoped that by these good actions, the people of Vietnam would see them as liberators.
5. The program would take some of the pressure of the war off the people; provide aid to them and eventually help win the war.
6. Helicopter crews with medical teams aboard would go into war zones to rescue anyone – American, Vietnamese, friend or enemy, old or young – who needed help.
7. Helicopters could get into tight spots in the rough terrain of Vietnam’s jungles or highlands.

8.

Troop Carriers	Dust-Off Carriers
<ul style="list-style-type: none"> • Go into areas under fire • Can move into hard to reach area • Need no landing field • Get in and get out fast • Return to base and stay • No medical expertise • Will not aid the enemy 	<ul style="list-style-type: none"> • Go into areas under fire • Can move into hard to reach area • Need no landing field • Get in fast but remain until wounded are loaded • Keep coming back until all wounded are removed • Medical expense • Will help a wounded soldier, no matter which side

9. Father Capodanno, in the middle of a battle or firefight, ran over to a wounded Marine to give him prayer and support. The enemy open fired and Father sheltered the Marine with his body and was killed instantly.

10. Operation Babylift

People: Pilots and crew, drivers, people to purchase supplies, volunteers on trucks, volunteers on planes to be with children.

Supplies: Planes, trucks, buses, baskets, diapers, bottles, formula, and blankets.

11. Dr. Bartecchi started helping the Sisters at the orphanage with medical care. He recruited troops to help with the plumbing and got the whole base involved. Families from home sent supplies to assist them. He then began his Saturday clinic and his air mobile clinic, traveling out into the villages to assist them, sometimes in very dangerous areas. All this was accomplished with the help of the troops. His work was very successful and it continues on today with his program of bringing Vietnamese doctors to St. Anthony's Hospital in Denver, Colorado, for training. The doctors then return to Vietnam to train others in new procedures. This is the Bach Mai Hospital Project.

12. Possible answers: The veterans were upbeat and positive; sincere and proud; earnest; sincere; informative and proud of these efforts. Accept all appropriate answers.



National Standards

History

- 7-12 Analyze the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. (Analyze multiple causation.)
- 5-12 Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. (Appreciate historical perspectives.)
- 9-12 Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. (Formulate a position or course of action on an issue.)

English Language Arts

- 7. Students conduct research on issues and issues by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Pennsylvania Standards

Reading, Writing, and Listening – 1.1.11.A, D; 1.6.11.F; 1.6.11.E; 1.4.11.B; 1.2.11.B; 1.5.11.A, B

Social Studies Standards – 8.1.12.B, C, D; 8.3.12.A, B, D