



“THE AMERICAN HUMANITARIAN EFFORT”

OUT-TAKES FROM VIETNAM

Out-Takes from Vietnam Lesson Plans

Recommended Level: **High School**

Time Required: **5 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. Also, this unit encourages 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
- Movie: *Platoon*
- Song: Billy Joel’s *Goodnight Saigon*
- Research resources: books, magazines, newspapers, internet
- Power Point software
- Student Handouts 1-6 including rubric for Power Point

Unit Goals:

1. Locate Vietnam on map. Research the population, terrain, climate and its effects on our troops.
2. Trace history of Vietnam from World War II to Gulf of Tonkin incident, identifying important people and events and their effect on the war.
3. Analyze role of press in the war in Vietnam and today in Iraq.
4. Watch *Out-Takes from Vietnam* and gain further knowledge by researching in-depth the different actions of our troops in the movie for class presentation.
5. Research what our troops are doing today in Iraq and Afghanistan for class presentation.

Day 1

Aim:

1. Locate Vietnam on map; compare in size of a state in the U.S; list population in 1964 and present day.
2. Trace history of Vietnam from World War II to Gulf of Tonkin incident identifying important people and events, and their effects on the war.
3. Relate problems of U.S. soldiers fighting in Vietnam; effects of terrain and weather and Vietcong.

Procedure:

1. Locate Vietnam on world map and discuss disadvantages of location for U.S. in fighting war and the advantages of her allies, Russia and China: supplies, troops.
2. Two students will research in almanac or on-line and then report to class:
 - a. Size of Vietnam. Answer: 127,244 sq. miles
 - b. Comparative size to U.S. state in area. Answer: New Mexico, 121,356 sq. miles.
 - c. Topography and terrain
 - d. Population in Vietnam in 1964. Answer: 36,902,000, and in 2016, 94,515,000
3. Read in their texts the background history of Vietnam after World War II, identifying the role of the following people and discussing their importance:
 - a. Ho Chi Minh
 - b. French government
 - c. President Eisenhower
 - d. President Kennedy
 - e. President Johnson
 - f. President Nixon
 - g. Vietcong
4. Locate Gulf of Tonkin on map and describe incident and effect on U.S. policy.
 - a. Gulf of Tonkin Resolution passed by Congress
 1. Discuss: Under the Constitution, who has the right to declare war?
 2. Relate to the war in Iraq today. Is it a “war”?
5. Review weather, terrain, and topography and discuss difficulties facing our troops.
 - a. Highlands
 - b. Coastal plain
 - c. Jungle
 - d. Locate Ho Chi Minh Trail and its route through Laos and Cambodia.
 - e. Summarize: difficulty recognizing and finding the enemy.

- Watch the first ten minutes of the movie, *Platoon*. The movie shows the extreme heat, and as the troops move in-country, the effects of the jungle, heat, humidity and bugs on them. They are on a search and destroy mission. After they arrive back at base camp, a new recruit describes his first week in Vietnam to his grandmother. Preview before showing to students. The rest of the movie may be inappropriate for classroom viewing.

Assessment:

Create chart for U.S. presidents during the war:

Presidents	Years in office	Policies on Vietnam	Significance
Eisenhower	1952 – 1960	Domino theory. Aid to France: money, supplies	U.S. involvement due to domino theory and containment
Kennedy	1960 – 1963	Aid to South Vietnam; money, supplies, advisers and troops	Increased involvement due to advisers and troops
Johnson	1963 – 1968	Gulf of Tonkin Incident and Resolution; Escalation of war	Escalation of war: bombing of North Vietnam, 500,000 troops
Nixon	1968 – 1973	Vietnamization; Invasion of Cambodia; Treaty of Paris	De-escalation of war, protests, peace

Day 2

Aim:

- Review U.S. involvement in war using chart. Stress difficulties for our troops fighting the war.
- Discuss the role of the press in the “Television War”.
- 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.
- Preview focus questions and show video (41 minutes).
- Discuss different roles assumed by our troops besides those of soldiers.

Procedure:

- Review U.S. involvement during war using chart.
- Review problems faced by our troops due to terrain, weather, and tactics of Vietcong.

3. Analyze role of press in the war and effects on public opinion at home.
 - a. Benefits of seeing “Television War”.
Possible answers: Visual, real time, make own judgments
 - b. Disadvantages of seeing war:
Possible answers: See what media wants you to see, lack framework,
Open to misinterpretation.

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?
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.
6. Work individually or in groups to complete focus questions.
7. Discuss film using focus questions as reference. Stress value of having eyewitness accounts.

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 3

Aim:

1. The students will gain more knowledge on Operation Dust Off, Operation Baby Lift, Father Capodanno’s sacrifice of his life, and Dr. Carl Bartecchi.



2. The students will research American humanitarian efforts in Iraq and Afghanistan.
3. The students will share their findings with the class in a Power Point presentation on Friday as a culmination of the unit.

Procedure:

1. Divide the class into five groups to research the following topics:
 - 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
2. Using interviews, internet resources, newspapers, and magazines to produce a Power Point presentation for the class.
3. Review Handouts #2, #3, and #4 for guidelines for assignments.
4. Work in groups to organize their roles in the assignment, and then work in class independently and as a homework assignment.

Day 4

Aim:

1. The students will continue working on their assignments.

Day 5

Aim:

1. The students will continue working on their assignments, if needed, at the beginning of class, and then do their presentations.

Procedure:

1. Students will work in their groups to organize their presentations.
2. Students will present their findings to the class.
3. Discuss a way to assist our troops today.



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 Capadanno 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.



Student Handout #2

Name _____

Date: _____

Power Point assignment concerning the Humanitarian Efforts of our Troops

Operation Dust Off or Operation Baby Lift or Dr. Carl Bartecchi

Your assignment is to create a Power Point presentation with your group to inform the class about _____. Using information from the video, documents from primary sources, internet resources, newspapers, books and magazines, research the origin of your Operation. Describe its goals and extent; the role of our troops; problems faced and results. For Dr. Bartecchi, describe his work in Vietnam both with our troops and with the Vietnamese.

Meet with your group to plan your research and presentation, and then begin your research. Work is to be done in class, the technology center, the library or resource room, and at home. Be sure to bring all materials to class to work on them with your group.

Power Point Requirements:

Minimum of 10 slides which should include:

- Title slide
- Introductory slide with your thesis on the Operation
- Body of presentation should include a map
- Minimum of 5 pictures should be on slides
- Closing slide with your evaluation of the operation or doctor's work
- Transitions between slides
- Last slide: resources used
- Correct spelling, punctuation and capitalization

Each member of the group should be involved in the presentation to the class. Be familiar with your slides so that you may address your audience. Do not read your slides word for word.

Grading:

You will receive an individual grade and a group grade for your assignment. Do a good job and be proud of your work!



Student Handout #3

Name _____

Date: _____

Power Point assignment concerning the Humanitarian Efforts of our Troops.

Father Vincent Capodanno

Your assignment is to create a Power Point presentation with your group to inform the class about Father Vincent Capodanno. Using information from the video, documents from primary sources, internet resources, newspapers, books and magazines, describe the role of the chaplain in our armed forces. Identify Father Capodanno and present a short summary of his life. Describe the events that led to the loss of his life. Include descriptions from eyewitnesses as well as his receiving the Medal of Honor.

Meet with your group to plan your research and presentation, and then begin your research. Work is to be done in class, the technology center, the library or resource room, and at home. Be sure to bring all materials to class to work on them with your group.

Power Point Requirements:

Minimum of 10 slides which should include:

- Title slide
- Introductory slide with your thesis concerning Father
- Body of presentation should include a map
- Minimum of 5 pictures should be on slides
- Closing slide with your evaluation of Father
- Transitions between slides
- Last slide: resources used
- Correct spelling, punctuation and capitalization

Each member of the group should be involved in the presentation to the class. Be familiar with your slides so that you may address your audience. Do not read your slides word for word.

Grading:

You will receive an individual grade and a group grade for your assignment. Do a good job and be proud of your work!



Student Handout #4

Name _____

Date: _____

Power Point assignment concerning the Humanitarian Efforts of our Troops.

American Humanitarian Efforts in Iraq

Your assignment is to create a Power Point presentation with your group to inform the class about the American humanitarian efforts in Iraq. Using information from the video, documents from primary sources, internet resources, newspapers, books and magazines, research how our troops are aiding the civilian population of Iraq. Describe the problems facing the Iraqi people, the role of our troops and the problems they meet in aiding the people. Questions to look at: are our troops in a village or city? Do they face any danger? What is their attitude?

Meet with your group to plan your research and presentation, and then begin your research. Work is to be done in class, the technology center, the library or resource room, and at home. Be sure to bring all materials to class to work on them with your group.

Power Point Requirements:

Minimum of 10 slides which should include:

- Title slide
- Introductory slide with your thesis on humanitarian efforts in Iraq
- Body of presentation should include a map of Iraq
- Minimum of 5 pictures should be on slides
- Closing slide with your evaluation of these efforts
- Transitions between slides
- Last slide: resources used
- Correct spelling, punctuation and capitalization

Each member of the group should be involved in the presentation to the class. Be familiar with your slides so that you may address your audience. Do not read your slides word for word.

Grading:

You will receive an individual grade and a group grade for your assignment. Do a good job and be proud of your work!

Student Handout #5

Name _____

Date: _____

Power Point assignment concerning the Humanitarian Efforts of our Troops.

American Humanitarian Efforts in Afghanistan

Your assignment is to create a Power Point presentation with your group to inform the class about the American humanitarian efforts in Afghanistan. Using information from the video, documents from primary sources, internet resources, newspapers, books and magazines, research how our troops are aiding the civilian population of Afghanistan. Describe the problems facing the Iraqi people, the role of our troops and the problems they meet in aiding the people. Questions to look at: are our troops in a village or city? Do they face any danger? What is there attitude?

Meet with your group to plan your research and presentation, and then begin your research. Work is to be done in class, the technology center, the library or resource room, and at home. Be sure to bring all materials to class to work on them with your group.

Power Point Requirements:

Minimum of 10 slides which should include:

- Title slide
- Introductory slide with your thesis on humanitarian efforts in Afghanistan
- Body of presentation should include a map of Afghanistan
- Minimum of 5 pictures should be on slides
- Closing slide with your evaluation of these efforts
- Transitions between slides
- Last slide: resources used
- Correct spelling, punctuation and capitalization

Each member of the group should be involved in the presentation to the class. Be familiar with your slides so that you may address your audience. Do not read your slides word for word.

Grading:

You will receive an individual grade and a group grade for your assignment. Do a good job and be proud of your work!

Student Handout #6

Name _____

Date: _____

Rubic for Power Point assignment

	Exemplary	Very Good	Adequate	Minimal
Knowledge of content	Extensive use of relevant information, shows extra research, details selected to support main topic are very appropriate	Consistent use of relevant information; showed good research; details selected to support main topic are relevant	Inconsistent use of relevant information; showed adequate research; main ideas only partially supported by details; some details inaccurate	Showed little incorporation of information; showed little research; main ideas not supported by details; many details are missing or inaccurate
Organization	Extremely well organized; logical format; easy to follow; fully explained and illustrated key points	Clear organization; focused on key points	Somewhat organized; some ideas not presented clearly	Confusing; several key points are missing
Mechanics	Perfect	Few mechanical errors in punctuation; spelling and grammar	Some errors in punctuation, spelling and grammar	Many errors in punctuation spelling and grammar
Presentation	Striking; expressed information very effectively; great choice of picture, map, cartoon and headlines	Clear, uncluttered and attractive; very good choice of picture, map, cartoon or headlines	Information could be understood but product is not attractively presented; cluttered; a picture, map or cartoon is missing	Information could not be understood; words missing; a picture, cartoon or map missing
Creativity	Put a great deal of creative energy into project; very original	Thoughtful format with many creative points; somewhat original	Some creative points, little originality	Little creativity; unoriginal



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