

Document Based Question

To what degree did the protest movement of the 1960s have an effect on ending the war in Vietnam, little, some or a huge effect? Defend your answer.

SOURCE 1: DEMOCRATIC NATIONAL CONVENTION PICTURE

Document Note: During the summer of 1968 both political parties had conventions to nominate their presidential party candidates. The Democratic Convention was held in Chicago near the end of August. Mayor Richard Daly was considered by anti-war activists to be an example of an oppressive government official. Activists organized the protest during the convention on purpose. Thousands of young people showed up to demonstrate.



Document:

Source: #8125 Exploring History Through Primary Sources-Vietnam Conflict

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT DOCUMENTS 1.

1. WHAT DO YOU SEE IN THE PICTURE, DESCRIBE THE SCENE.

2. WHO ARE THE TWO GROUPS OF PEOPLE IN THE PICTURE?

3. WHAT IS HAPPENING WITH THE TWO GROUPS OF PEOPLE?

4. WHAT DOES THIS SCENE TELL YOU ABOUT THE PROTEST MOVEMENT AS A WHOLE?

5. DO YOU THINK ARMED GUARDS WERE NECESSARY AT THE CONVENTION? WHY OR WHY NOT?

SOURCE 2: JOAN BAEZ PICTURE

Document Note: MUSIC BECAME A MEDIUM DURING THE VIETNAM WAR. IT STARTED IN THE SMALL COFFEESHOPS SCATTERED THROUGHOUT NEW YORK CITY AND SPREAD TO COLLEGE CAMPUSES. EVEN SOLDIERS IN VIETNAM WROTE HOME ASKING FOR TAPES OF CURRENT MUSIC. MOST OF THE WAR MUSIC OF THE TIME FOCUSED ON ANTI-WAR MESSAGES. JOAN BAEZ BECAME KNOWN FOR HER ANTI-WAR SONGS.



Source: #8125 HISTORY THROUGH PRIMARY SOURCES-VIETNAM CONFLICT.

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT DOCUMENT 2.

1. WHAT DO YOU SEE IN THE PICTURE, DESCRIBE THE SCENE.

2. WHAT KIND OF PROTEST IS THIS, IS IT ANTI-WAR OR PRO-WAR? HOW CAN YOU TELL?

3. DESCRIBE THE POSTERS HANGING IN THE BACKGROUND.

4. THE MONUMENT IN THE BACK HAS SOLDIERS ON IT. WHY WOULD AN ANTI-WAR PROTEST TAKE PLACE THERE?

5. WHAT EFFECT CAN MUSICIANS HAVE ON THE BELIEFS OF THEIR FANS? TO WHAT DEGREE DO YOU THINK JOAN BAEZ INFLUENCED HER FANS?

SOURCE 3: KENT STATE PHOTOGRAPH

Document Note: ON MAY 4TH, 1970 STUDENTS AT KENT STATE UNIVERSITY BEGAGN PROTESTING THE EXTENSION OF THE VIETNAM WAR INTO CAMBODIA. PRESIDENT NIXON HAD RAN ON A PLATFORM OF DECREASING THE US INVOLVEMENT IN THE WAR AND THE INVASION OF CAMBODIA SIGNALLED AN INCREASE IN AMERICAN INVOLVEMENT. MEMBERS OF THE NATIONAL GUARD FIRED INTO THE CROWD KILING FOUR STUDENTS AND INJURING OTHERS. SOME OF THE STUDENTS SHOT WERE JUST ON THEIR WAY TO CLASS.



Source: #8125 EXPLORING HISTORY THROUGH PRIMARY SOURCES-VIETNAM CONFLICT

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT DOCUMENT 3.

1. WHAT DO YOU SEE IN THE PICTURE, DESCRIBE THE SCENE.

2. WHAT HAS HAPPENED TO THE YOUNG MAN FACING DOWN?

3. WHAT ARE THE REACTIONS OF THE OTHER PEOPLE IN THE PICTURE.?

4. WHAT DOES THIS EVENT TELL YOU ABOUT THE PROTEST MOVEMENT IN GENERAL?

5. ARE POLICE/MILITARY EVER JUSTIFIED IN SHOOTING PROTESTERES? UNDER WHAT CIRCUMSTANCES?

SOURCE 4: FORTUNATE SON BY CREEDENCE CLEARWATER REVIVAL

Document Note: THIS SONG WAS WRITTEN BY CREEDENCE CLEARWATER REVIVAL. IT WAS AN EXAMPLE OF ANTI-WAR PROTEST MUSIC THAT WAS POPULAR IN THE 1960s to EARLY 1970s. THIS SONG FOCUSES ON THE SOMETIMES ARBITRARY MANNER IN WHICH YOUNG PEOPLE WERE SELECTED FOR THE DRAFT. SOME PEOPLE WERE ABLE TO AVOID THE DRAFT IF THEY HAD CONNECTIONS TO PROMINENT PEOPLE. THIS SONG IS A CRITIQUE OF THAT PRACTICE.

Some folks are born made to wave the flag,
Ooo, they're red, white and blue.
And when the band plays hail to the chief,
Ooo, they point the cannon at you, y'all!

It ain't me, it ain't me, I ain't no senator's son, Son.
It ain't me, it ain't me; I ain't no fortunate one. No.

Some folks are born silver spoon in hand,
Lord, don't they help themselves, y'all!
But when the taxman comes to the door,
Lord, the house looks like a rummage sale.

It ain't me, it ain't me, I ain't no millionaire's son. No, no.
It ain't me, it ain't me; I ain't no fortunate one. No.

Source: CREEDENCE CLEARWATER REVIVAL, 1969.

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT DOCUMENT 4.

1. WHAT IS THIS SONG ABOUT? WHAT IS THE MAIN THEME OF THE SONG?

2. WHAT DO YOU THINK THE AUTHOR MEANS BY “FORTUNATE SON.” WHAT IS A “FORTUNATE SON?”

3. WHAT IS THE AUTHOR SAYING ABOUT THE WEALTHY/POWERFUL IN SOCIETY?

4. DO YOU THINK IT'S FAIR FOR PEOPLE WHO HAVE POWER OR MONEY TO NOT GO TO WAR? WHY OR WHY NOT?

5. WHAT DOES THIS SONG TEL YOU ABOUT HOW PEOPLE FELT ABOUT THE WAR?

SOURCE 5: OHIO BY NEIL YOUNG

Document Note: THIS SONG WAS WRITTEN AS A RESPONSE TO THE KILLINGS THAT TOOK PLACE AT KENT STATE UNIVERSITY..

Tin soldiers and Nixon coming,
We're finally on our own.
This summer I hear the drumming,
Four dead in Ohio.

Gotta get down to it
Soldiers are cutting us down
Should have been done long ago.
What if you knew her
And found her dead on the ground
How can you run when you know?

Gotta get down to it
Soldiers are cutting us down
Should have been done long ago.
What if you knew her
And found her dead on the ground
How can you run when you know?

Tin soldiers and Nixon coming,
We're finally on our own.
This summer I hear the drumming,
Four dead in Ohio.

Source: NEIL YOUNG 1970.

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT DOCUMENT 5.

1. WHAT IS THE SONG ABOUT? WHAT IS THE MAIN THEME?

2. WHAT IS THE ARTIST'S REACTION TO THE KILLINGS AT KENT STATE?

3. THE SONG SAYS, "TIN SOLDIERS AND NIXON COMING" WHAT DOES HE MEAN BY THIS? WHAT SORT OF ATMOSPHERE EXISTS IN THE COUNTRY AT THE TIME?

4. COMPARE THE LINE IN QUESTION THREE TO THE FOLLOWING LINE, "WE'RE FINALLY ON OUR OWN." WHAT DOES HE MEAN BY THIS?

5. IF YOU WERE AT KENT STATE AND HAD A FRIEND SHOT, WHAT WOULD YOUR REACTION BE?

SOURCE 6: MASTERS OF WAR BY BOB DYLAN

Document Note: Bob Dylan was a prominent folk artist of the 1960s. This song was a scathing critique on the US involvement in the war in Vietnam. Bob Dylan was known for his protest songs and his association with the anti-war hippie movement.

Come you masters of war
You that build the big guns
You that build the death planes
You that build all the bombs
You that hide behind walls
You that hide behind desks
I just want you to know
I can see through your masks.

You that never done nothin'
But build to destroy
You play with my world
Like it's your little toy
You put a gun in my hand
And you hide from my eyes
And you turn and run farther
When the fast bullets fly.

Like Judas of old
You lie and deceive
A world war can be won
You want me to believe
But I see through your eyes
And I see through your brain
Like I see through the water
That runs down my drain.

You fasten all the triggers
For the others to fire
Then you set back and watch
When the death count gets higher
You hide in your mansion'
As young people's blood
Flows out of their bodies
And is buried in the mud.

You've thrown the worst fear
That can ever be hurled
Fear to bring children
Into the world
For threatening my baby
Unborn and unnamed
You ain't worth the blood
That runs in your veins.

How much do I know
To talk out of turn
You might say that I'm young
You might say I'm unlearned
But there's one thing I know
Though I'm younger than you
That even Jesus would never
Forgive what you do.

Let me ask you one question
Is your money that good
Will it buy you forgiveness
Do you think that it could
I think you will find
When your death takes its toll
All the money you made
Will never buy back your soul.

And I hope that you die
And your death'll come soon
I will follow your casket
In the pale afternoon
And I'll watch while you're lowered
Down to your deathbed
And I'll stand over your grave
'Til I'm sure that you're dead.

Source: Bob Dylan 1963.

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT DOCUMENTS 6A & 6B.

1. WHAT IS THIS SONG ABOUT, WHAT IS THE MAIN THEME OF THE SONG?

2. WHO ARE THE “MASTERS OF WAR?”

3. WHAT DOES THE ARTIST THINK ABOUT THESE PEOPLE? SITE SPECIFIC EXAMPLES.

4. HE MENTIONS FORGIVENESS TWICE IN THE SONG. WHY DO YOU THINK HE WOULD MENTION THIS?

5. WHY DO YOU THINK HIS REACTION IS STRONG? IF YOU HAD FRIENDS/FAMILY LOST IN THIS WAR, WHAT WOULD YOUR REACTION BE?

SOURCE 7: RICHARD NIXON QUOTE

Document Note: Richard Nixon was president of the US from 1968-1972. He increased the extent to which the US was involved in the war, and he started the pullout from Vietnam as well. He was disliked by anti-war protesters and seen as a pro-war president.

The assertion that the Vietnam War was an immoral war was heard more and more often as the years dragged on.... Like all wars Vietnam was brutal, ugly, dangerous, painful, and sometimes inhumane. This was driven home to those who stayed home perhaps more forcefully than ever before because the war lasted so long and because they saw so much of it on television in living, dying color. They were right in saying that peace was better than war. But they were wrong in failing to ask themselves whether what was happening in Vietnam was substantively different from what had happened in other wars. Instead many of these naive; well-meaning, instinctual opponents of the war raised their voices in protest.

Source: Richard Nixon "No More Vietnams" 1985

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT DOCUMENT 7.

1. WHAT DOES NIXON HAVE TO SAY ABOUT WAR IN GENERAL?

2. WHY DOES HE THINK SO MANY PEOPLE WERE AGAINST THE WAR?

3. WHAT DOES HE SAY ABOUT THE PROTESTERS, HOW DOES HE DESCRIBE THEM?

**4. HOW DO YOU THINK RICHARD NIXON FELT ABOUT THE WAR? DO YOU THINK HE
FELLS IT SHOULD HAVE BEEN FOUGHT?**

**5. WHAT DOES THIS SELECTION TELL YOU ABOUT THE CONFLICT THAT WAS
TAKING PLACE IN SOCIETY DURING THE WAR?**

DBQ Essay Rubric

ESSAY SCORE: _____ PERCENTAGE SCORE: _____

Superior Essay: A

- ____ Thesis: Superior
- ____ Organization: Extremely well organized
- ____ Analysis: Excellent use of analysis to support thesis and main ideas
- ____ Evidence: Substantial use throughout
- ____ Continuity: Extremely well written essay
- ____ Grammar: Generally error free

Strong Essay: B

- ____ Thesis: Strong (contains general analysis)
- ____ Organization: Well organized essay
- ____ Analysis: Strong analysis in most areas; could use more.
- ____ Evidence: Strong use of evidence; could use more.
- ____ Continuity: Well written essay.
- ____ Grammar: Contains minor errors.

Average Essay: C

- ____ Thesis: Clear thesis (needs more analysis). Thesis a bit unclear.
- ____ Organization: Fairly well organized essay.
- ____ Analysis: Contains some analysis; more needed.
- ____ Evidence: Contains some evidence; more needed.
- ____ Continuity: Fairly well written essay. Essay deviates from thesis.
- ____ Grammar: Contains many errors.

Inadequate Essay: D

- ____ Thesis: Underdeveloped thesis. Does not establish the purpose of the essay. _____
- ____ Organization: Weak organization
- ____ Analysis: Lacks analysis of key issues.
- ____ Evidence: Lacks evidence to support main ideas.

Historical Errors:

- ____ Contains major historical errors
- ____ Contains minor historical errors
- ____ Much information irrelevant to question.
- ____ Essay is incomplete (too short)
- ____ Major events omitted.

Failing Essay: F

- ____ Thesis: No thesis or poor thesis.
- ____ Analysis: Poor analysis of issues.
- ____ Evidence: Little or no evidence to support thesis.
- ____ Incorrect or incomplete essay.
- ____ Facts not specific, accurate, or relevant.

General Comments

- ____ Essay contains vague or wasted statements not supported by facts.
- ____ Strong conclusion.
- ____ Weak/no conclusion.
- ____ Don't use I, we, us, our, or you.
- ____ Poor penmanship