

The Remedial Herstory Project

INQUIRY-BASED LESSON PLAN

STAGING THE INQUIRY

For this inquiry, teachers should consider opening with an intriguing and open ended question, then provide some background on this topic generally in the form of a video, brief lecture, or presentation. Close the introduction by asking students what questions they have, guide them in discussion to the question for the inquiry, highlighted at the top of the next page.

ACTIVITY TASKS

- Pose a broad open ended question. Provide background information.
- Students respond to questions in this packet independently or with a partner.
- Consider doing one of the following to extend the exercise:
 - Facilitate student discussion of the compelling question.
 - Facilitate a 4-corner debate.
 - Facilitate a structured academic controversy.
 - Students assume the characters involved and discuss the compelling question in character.
- Students craft an argument.

C3 FRAMEWORK

D1.1.9-12. Explain how a question reflects an enduring issue in the field.

D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.11.9-12. Critique

the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Compelling Question: How did the Vietnam War impact Vietnamese women?

The Vietnam War was a long, costly and divisive conflict that pitted the communist government of North Vietnam against South Vietnam and its principal ally, the United States. The conflict was intensified by the ongoing Cold War between the United States and the Soviet Union. More than 3 million people (including over 58,000 Americans) were killed in the Vietnam War, and more than half of the dead were Vietnamese civilians. How did this conflict impact Vietnamese women? Examine the documents below and respond to questions for deeper understanding and analysis below.

Document A: Le Browne and Her Experience in the Diem Regime

Le Lieu Browne, a Vietnamese woman educated in France and married to an American journalist, recalls her mixed feelings about her experience working for the Diem regime.

I grew up in Ben Tre in the Mekong Delta, which was reputed to be a stronghold of Communist sympathizers. The French controlled big towns while the Viet Minh controlled the countryside. When the French tried to occupy Ben Tre with their legionnaires and Moroccans and Nigerans they were brutal. But so were the Viet Minh. If they found civil servants or "pro government elements" they took them away and we never heard from them again....

About half the students in my high school were pro-Viet Minh. They organized demonstrations and strikes which constantly closed down the school. My mother worried about our education and decided to send me, along with my twin brothers, to France.... When I returned in 1959 I worked for the Ministry of Information....I worked there for three years but I wasn't happy and wanted to get out....I strongly believed in freedom and suddenly we were ordered to wear uniforms to work and go to political meetings. It sounded to me more like Communism than democracy....

After the coup against Diem, the military generals competed with one another to take power and there was one coup after another. These Vietnamese generals had no experience in administration. They were even more corrupt than Diem...It wasn't good to have generals as presidents. They gave me no hope. But the American buildup also left me skeptical. If the French who colonized our country for a century could not win our support, how could the Americans, the newcomers with a different culture and language, hope to win the war against the Communists? We seemed to return to the situation in the fifties in which the government controlled the cities and the Viet Cong controlled the countryside. Corruption and police harassment made people distrust the government and sympathize more with the Viet Cong. But still I didn't think the Viet Cong would win. I just thought that the war would go on forever.

Appy G, Christian. Interview with Le Lieu Browne. "A South Vietnamese Woman Recalls Her Experience in the Diem Regime," SHEC: Resources for Teachers.

1. *What kind of source is this?*
2. *How might her background impact her biases?*
3. *What were her opinions about the war?*

Document B: Napalm Girl During Vietnam



Nick Ut. *The Terror of War*. 1972. From Associated Press.

1. *What kind of source is this?*
2. *What expression does the naked napalm girl have on her face?*
3. *According to this image, what were her opinions about the war?*

Document C: Truong My Hoa and Her Recollection of Her Revolutionary Activities

Truong My Hoa, a Vietnamese woman from a "revolutionary tradition" and later a high-ranking member of the Communist Party, recalls her experiences as a young revolutionary and subsequent imprisonment by the South Vietnamese government.

I was born to a revolutionary family and inherited a revolutionary tradition. My hometown of Tien Giang was a revolutionary hotbed. My parents had taken part in the resistance war against the French for which both were arrested and imprisoned. My brothers and sisters and I were imprisoned during the American War. Altogether my family spent half a century in jail.

In 1954, my father regrouped to the North in compliance with the Geneva Accords. My mother remained in the South with the children, and like everybody else, she thought that general elections would be implemented two years later and the country, as well as all the families, would be reunited. However, the puppet government of Ngo Dinh Diem unilaterally carried out a bloody war, supported by American imperialists.

I began to participate in the revolution at age fifteen, in 1960, when the Saigon regime took its guillotine throughout the South to behead patriotic revolutionaries and even non-revolutionary common people. I realized in my heart that we had no alternative but to struggle against the Diem government and its henchmen. That was the only way we could achieve peace, independence, and unification. Because of Diem's terror in the countryside, my mother took us to Saigon. There, right in the gorge of the puppet regime, I became a revolutionary. I participated in propaganda aimed at mobilizing high school and college students. We urged them to resist military conscription and the invasion of our country by American imperialists.

I was arrested on April 15, 1964. The Saigon Military Tribunal accused me of disrupting order and political stability. I was officially sentenced to eighteen months of confinement, but they kept prolonging the sentence and held me in prison for eleven years. I was released on March 7, 1975....

Over the years I underwent a lot of interrogation and torture.... Always they asked me if we were going to talk, or not, and they slandered our political loyalties. They tried to make us salute their flag and condemn Communism. They tried to make us say, 'Down with President Ho!' And, of course, they wanted to know about our revolutionary organizations and bases. But we would rather die than bow to their will.

Appy G, Christian. Interview with Truong My Hoa. "A Vietnamese Woman Recalls Her Revolutionary Activities," SHEC: Resources for Teachers.

1. *What kind of source is this?*
2. *What were her opinions about the war?*

Questions for Analysis

1. **Based on the above documents, what were the opinions of Vietnamese women about the Vietnam war?**

2. **What impact did status (class, upbringing, background) have on the experience of Vietnamese women?**