

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Tonkin Gulf Incident from Chris Brooks

Grade – 11

Length of class period – 84 minute block

Inquiry – In your opinion, based on primary source documents read, was the reaction of the United States government justified?

Objectives – Students will understand the role that the Tonkin Gulf incident played in the increased involvement by the United States in Vietnam.

Students will critically analyze primary source documents.

Students will make a judgment about the US reaction to the incident, providing support for their decision from the documents.

Materials – [Naval Military documents](http://www.history.navy.mil/docs/vietnam/tonkin-7.htm#statedod4aug) from <http://www.history.navy.mil/docs/vietnam/tonkin-7.htm#statedod4aug>

[LBJ's Address/Joint Resolution](http://avalon.law.yale.edu/20th_century/tonkin-g.asp) from http://avalon.law.yale.edu/20th_century/tonkin-g.asp

[Primary Source Written Document Analysis Sheet](http://www.archives.gov/education/lessons/worksheets/) from <http://www.archives.gov/education/lessons/worksheets/>

Activities – Class is divided into groups of 2-3 students per group

Each group will read together, discuss and analyze a document

The group will use and fill out a primary source document analysis sheet

The teacher will ask each group to supply information for a time line of events and lead a class discussion

The class will analyze the sequence of events as portrayed in these documents

Assessment – Informal assessment by contributions to class discussion

An essay will be written answering the inquiry question of the lesson

Connecticut Framework Performance Standards –

Trace the role of U.S. participation and influence in world affairs

Interpret information from a variety of primary and secondary sources

Detect bias in data presented in various forms