



Seminar: *America at War*  
Lecturer: Prof. Dr. A. Müller-Hartmann  
Student: Lisa Burckhardt, Hauptstraße, 669221 Dossenheim, LISASCHNATZ@gmx.de  
Term: WS 05/06

**Teaching Unit Peace Education**  
**including the film *Full Metal Jacket***

Pädagogische Hochschule Heidelberg

Heidelberg, 14 March 2006

# Table of contents

<b>1. Introduction.....</b>	<b>2</b>
<b>2. Filmmaker: Stanley Kubrick.....</b>	<b>2</b>
<b>3. Historical introduction.....</b>	<b>3</b>
<b>4. Analysis of the genre.....</b>	<b>5</b>
<b>5. Tasks for the classroom.....</b>	<b>6</b>
5.1 Task 1 (Pre-viewing task).....	7
5.2 Task 2 (Pre-viewing task).....	10
5.3 Task 3 (While-viewing task).....	11
5.4 Task 4 (While-viewing task).....	12
5.5 Task 5 (While-viewing task).....	13
5.6 Task 6 (Post-viewing task).....	15
5.7 Task 7 (Post-viewing task).....	16
5.8 Task 8 (Post-viewing task).....	17
<b>6. Bibliography.....</b>	<b>18</b>

## **1. Introduction**

The topic 'Peace Education' should play an important role at school nowadays. Since there are wars in our 'world' like the war in Iraq or the War on Terrorism in general, students should have the opportunity to learn about those wars and have the possibility to form their own opinions. I think it is not the teacher's job to tell the students that everything which happened in the past or which is happening right now was or is bad. It should also not be the teacher's intention to give them an attitude about this topic. I think the teacher should encourage and reinforce the students to deal with this topic critically and help them make up their own minds. I also think that it is important for a teacher to realize that you cannot say after teaching this unit if peace education took place or not. The teacher should be aware of the fact that all students have their own opinion and that there could be some students who support a war. Even if the teacher has the feeling that those lessons did not lead to peace education he or she helped the students to think about this topic and that is the most important aspect in my opinion.

My teaching unit deals with the anti-war film *Full Metal Jacket* by Stanley Kubrick. Because of the cruelty of this movie and also the age restrictions I would place this topic in grade 10 at a *Realschule*. The students would be around 16 and I think that would be a proper age to talk about this topic.

## **2. Filmmaker: Stanley Kubrick**

Stanley Kubrick was born on July 26th, 1928 in New York (according to: <http://www.cosmopolis.ch/cosmo8/Kubrick.htm>). After graduating from high school Kubrick trained as a photographer. He worked for the magazine 'Look' and his most famous photos were about the boxing champion Walter Cartier. In 1950, Kubrick wanted to make short films with a friend. Their first film was about the boxer Walter Cartier and called *Day of Fight*. The short documentary was successful and one year later Kubrick stopped working as a photographer and planned to work as a filmmaker only. He worked on some more short films but after a while he made films such as *Spartacus* and *Lolita*.

In the early sixties, Kubrick moved to England with his third wife and he stayed there.

In 1987 his anti-war film *Full Metal Jacket* was released. The whole movie was made in England. In his opinion it was the first of his movies which was not right on time. During this time other films about the Vietnam War were released, for example, Oliver Stone's *Platoon*. The film *Full Metal Jacket* is a typical Kubrick movie because some of his movies are divided into two parts. With *Full Metal Jacket* he was nominated for an Oscar in 1987.

While he worked on *Full Metal Jacket* Kubrick planned to make a movie called *A.I. – Artificial Intelligence*. He worked on this project but gave it to his friend Steven Spielberg.

His whole life Kubrick was very interested in Napoleon. After he died in March 1999, his family found material about a Napoleon project. His brother-in-law Jan Harlan is trying to work on doing a movie about what Kubrick had planned.

People say about Stanley Kubrick that he was one of the best filmmakers of the 20<sup>th</sup> century. They characterize him as technically perfect because he used to repeat single scenes of a film up to 50 times. Making films was for Kubrick not a business, like for a lot of people in Hollywood, but art. (According to: <http://www.cosmopolis.ch/cosmo8/Kubrick.htm>).

### **3. Historical introduction**

The Vietnam War is also called the Second Indochina War. It was a conflict between the Democratic Republic of Vietnam (DRVN, or North Vietnam), allied with the National Liberation Front (NLF) called Viet Cong against South Vietnam (Republic of Vietnam – RVN). South Vietnam was supported by the United States of America and also by Australia, New Zealand and South Korea.

After the first Indochina War between North Vietnam and France the country was still divided in two parts but independent. The north was communist under Ho Chi Minh, the south was under Ngo Dinh Diem who was supported by his western allies. The international assemblage at Geneva planned elections in Vietnam for 1956. The public was supposed to decide if

they wanted to be a communist or western orientated Vietnam. The Diem regime feared that the Communists could win because his regime became unpopular (Zinn 2003: 463). Diem was Catholic but most of the Vietnamese civilians were Buddhists. Because of that, South Vietnam blocked the elections for the reunification with the support of the United States. They also feared that more Southeast Asian countries would join and become communist, too (domino theory). The aspect of avoiding the elections caused the founding of the Viet Cong who were active against the Diem regime around 1958. In 1960 the NLF also developed in the South and began to increase. A lot of people in the villages joined because they wanted better conditions.

In 1961 Kennedy became president of the United States and took over the policies the former presidents, Truman and Eisenhower, had initiated. For example, he continued deploying noncombatant military advisors to the South Vietnam Army. The involvement of the United States was seen as an escalation ([http://en.wikipedia.org/wiki/Vietnam\\_war](http://en.wikipedia.org/wiki/Vietnam_war)). There was never a declaration of war, the involvement just increased more and more. After sending military advisors to Vietnam Special Forces and regular US troops followed. Under President Johnson the situation escalated in 1964. The total number of American forces in Vietnam was 21,000. Events in the Gulf of Tonkin, where the U.S. destroyer *Maddox* was attacked by Vietnamese torpedo boats on routine patrol, was the President's reason to finally start the war. But "[i]t turned out that the Gulf of Tonkin episode was a fake that the highest American officials had lied to the public – [...]" (Zinn 2003: 466). Right after the Tonkin incident the U.S. military started to bombard North Vietnam. In 1965, 200,000 American soldiers were deployed to South Vietnam and in 1966 the same amount of people followed.

During the time of the Vietnam War and also the time before, the U.S. Army had what they called the draft. Most of the young men received a number, and depending upon that number, they were called to serve in the military. It was actually called a lottery. At that time, it mostly meant a ticket to go fight in Vietnam. The draft was very random, so it did not matter if the young men were a minority or not, if they were lower class or upper class, if their number was called, it was time to go serve their country. The only men

who were exempt from the draft were those with an extreme medical condition and a few others with especially needed occupation.

In 1965 the operation 'Rolling Thunder' started. The United States armed forces bombed North Vietnam with the aim to destroy the will of North Vietnamese people to fight and to destroy industrial bases and air defenses. Although they bombarded North Vietnam nothing changed. During this time the anti-war mood in the States increased.

In 1968 the Viet Cong initiated the 'Tet-Offensive' which was the official turning point in the War. The communist forces attacked every major city in South Vietnam. They lost a lot of troops during this offensive but they also took the courage away from the Americans. The American public watched fights and the attacks in Saigon on television. They were shocked and the peace movement grew even more.

In the fall of 1968, Nixon became the new President of the United States. He tried to withdraw troops and wanted to help the South Vietnamese military to become independent. Although Nixon wanted to get the United States out of the war he did not stop the bombing in North Vietnam. His policy was called 'Vietnamization'. The withdrawal of troops started quickly but they U.S. still supported the South Vietnamese army with their military actions in Cambodia (1970) and Laos (1971). In 1973, offensive actions of U.S. troops in North Vietnam stopped and were followed by a withdrawal of all U.S. troops in Vietnam. In April 1975, Saigon fell to the Communists.

#### **4. Analysis of the genre**

The film *Full Metal Jacket* belongs to the genre of anti-war films. There are different explanations of what the term anti-war film means. According to Stiglegger (2002: 322-325), in anti-war films modern battles and their effects are represented. That is one main characterization point of the movie *FMJ*. In the whole second part of the movie we can see the battles in Vietnam and what they led to.

Stiglegger also mentions that movies like *FMJ* have the intention to educate. I think that is another very clear point. During the whole movie the

viewer gets educated on the one hand by the language and on the other hand by what he or she can see.

He also says that innocent young men are initiated in those movies and they have to get through dangerous missions or a baptism of fire. In *FMJ* the young soldiers were sort of innocent before they joined the Marines but later on they have to get through their dangerous missions. The whole situation in the movie, how the soldiers are treated during their basic training, how they communicate and what they know about the war, puts the viewer into an anti-war sentiment. The movie gives the viewer the feeling that this war was pointless. Those are the main aspects which show that this movie belongs to genre of anti-war films.

## **5. Tasks for the classroom**

The teaching unit I have planned deals with the movie *Full Metal Jacket* (*FMJ*). The movie is divided into two parts:

The first part takes place in an American Marine boot camp where a group of young recruits has their basic training to become Marines. A Marine Senior Drill Instructor is in charge of them and treats them with strict and demanding methods. The young men are under pressure all the time and you can see in this part of the movie how such a training can influence people. Every young soldier develops differently and some of them can take it while some of them cannot. That is the reason why at the end of this part of the movie one of the main characters shoots the drill instructor and also himself.

The second part of the movie concentrates on the Vietnam War itself. During this part you can see what the war was like, especially how the Americans acted in the war. You see them on missions; you see how they treat the civilians over there and what this war means to them. This second part has a lot of very cruel and shocking scenes.

In order to understand this movie the students have to have some background knowledge about the Vietnam War. I assume that they have already dealt with this topic in their history class. In addition to that I think it is important to give them a short overview about the war and the main aspects.

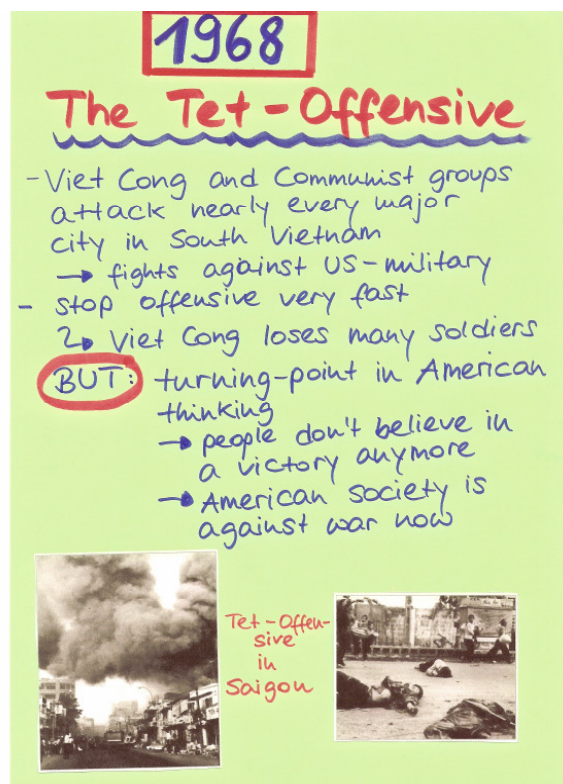
That is why I would start my teaching unit with this part. My teaching unit contains eight different tasks.

## 5.1 Task 1 (Pre- viewing task)

### Make a timeline of the Vietnam War.

**Purpose:** The students need to know about the main aspects of the Vietnam War in order to understand the movie. They are not supposed to learn about every single detail but they should know, for example, about who was involved, why did the war break out, who went to war and about some of the main actions in the war like 'The Tet Offensive'.

**Product:** The students are supposed to work in groups. Thus, every group works on a different topic. One group should deal with the circumstances which lead to the war. Other groups should work on pieces of the timeline. The groups are supposed to make some notes on a poster. At the end of the lesson the students have to present their findings to the class. By putting all the posters together, a timeline would be the final product. The following poster could be one example for a group poster.





**Process:** In this part I would like to give one example of group material. The material for the other groups would be similar.

1. Text for the students:

The Tet Offensive

The Tet Offensive was a series of offensives during the Vietnam War, between elements of the National Liberation Front's People's Liberation Armed Forces (PLAF) or "Viet Cong" and elements of the North Vietnam's People's Army of Vietnam (PAVN), against South Vietnam's Army of the Republic of Vietnam (ARVN), and United States military and other ARVN-allied forces. The Viet Cong and their allied groups attacked nearly every major city in South Vietnam. The Tet Offensive is characterized by violent, widespread and cruel military actions in urban but also rural areas in South Vietnam. The attacks were stopped quickly by the American troops and South Vietnamese Army. But a lot of people lost their lives, even a lot of soldiers of the Viet Cong. The communists did not achieve their military goal but they caused a propaganda effect. These attacks had a very big impact on the American society. They did not believe in a victory anymore and their anti-war movement grew. You could call this offensive the turning point of the American confidence in the war.



Tet Offensive	
Part of <a href="#">Second Indochina War/Vietnam War</a>	
<b>Date:</b>	<a href="#">January 30, 1968</a> – <a href="#">Early 1969</a>
<b>Location:</b>	North and South <a href="#">Vietnam</a>
<b>Result:</b>	Decisive ARVN, American and allied forces victory
Combatants	
<a href="#">South Vietnam</a> <a href="#">United States</a> Minor U.S.-aligned allies	<a href="#">North Vietnam</a> <a href="#">National Liberation Front</a>
Commanders	
<a href="#">William Westmoreland</a>	Central committees of the NLF and DRVN
Strength	
50,000+ (estimate)	85,000+ (estimate)
Casualties	
USA/AUS/SKOR: 1,536 dead, 7,764 wounded, 11 missing	25,000-45,000 dead 30,000-50,000 wounded 6,000 captured Total Casualties: ~60,000-100,000
ARVN: 2,788 dead, 8,299 wounded, 587 missing	
Total: 4,324 dead, 16,063 wounded, 598 missing	
Total Casualties: 20985	

(Sources: [http://en.wikipedia.org/wiki/Tet\\_Offensive](http://en.wikipedia.org/wiki/Tet_Offensive)  
<http://www.diggerhistory.info/pages-conflicts-periods/vietnam/tet.htm>)

2. Text for the teacher: I think there is plenty of material online (examples see below). There are search engines for children such as 'Yahooligans'. The websites which come up are mostly for children whose mother tongue is English. Sometimes it is possible to use information from those websites for one's lessons because the language is not that difficult. However, for this topic the search engines are not appropriate.

You could also work with online encyclopedias such as 'Wikipedia'. The texts which come up here are definitely too difficult so if you use those texts you have to simplify them by giving the students a list with vocabulary or by writing easier sentences.

All texts I found concerning the topic Vietnam War are too difficult for a 10<sup>th</sup> grade. You can find the texts I used below. I read them, highlighted the main aspects and wrote my own little text about the 'Tet Offensive' as you

can see above. In addition to my simplified text I would give the students dictionaries.

474 A PEOPLE'S HISTORY OF THE UNITED STATES

By early 1968, the cruelty of the war began touching the conscience of many Americans. For many others, the problem was that the United States was unable to win the war, while 40,000 American soldiers were dead by this time, 250,000 wounded, with no end in sight. (The Vietnam casualties were many times this number.)

Lyndon Johnson had escalated a brutal war and failed to win it. His popularity was at an all-time low; he could not appear publicly without a demonstration against him and the war. The chant "LBJ, LBJ, how many kids did you kill today?" was heard in demonstrations throughout the country. In the spring of 1968 Johnson announced he would not run again for President, and that negotiations for peace would begin with the Vietnamese in Paris.

(Zinn 2003: 474)

The **Tết Offensive** (January 30, 1968–1969) was a series of operational offensives during the Vietnam War, coordinated between battalion strength elements of the National Liberation Front's People's Liberation Armed Forces (PLAF) or "Viet Cong" and divisional strength elements of the North Vietnam's People's Army of Vietnam (PAVN), against South Vietnam's Army of the Republic of Vietnam (ARVN), and United States military and other ARVN-allied forces. The operations are called the Tết Offensive as they were timed to begin on the night of January 30–31, 1968, *Tết Nguyên Đán* (the lunar new year day). The offensive began spectacularly during celebrations of the Lunar New Year, and sporadic operations associated with the offensive continuing into 1969.

The Tết Offensive resulted in a crushing operational defeat for the Vietnamese, crippling the PLAF. The Tết Offensive is widely seen, though perhaps incorrectly, as a turning point of the war in Vietnam, in which the NLF and PAVN won an enormous psychological and propaganda victory leading to the loss of popular support for the War in the United States and the eventual withdrawal of American troops. Neither the NLF nor PAVN achieved any of their strategic goals, and the operational cost of the offensive was dangerously high. Additionally, while US public opinion polls continued to support American involvement in the war, the US public was increasingly critical of Lyndon Johnson's particular war policies. Perhaps the group most affected by the offensive was the Nguyễn Văn Thiệu government in the Republic of Vietnam, whose military and political reliance on the United States was demonstrated to the majority of the Republic's population. The Tết Offensive is frequently seen as an example of the value of propaganda and media influence in the pursuit of military objectives.

[http://en.wikipedia.org/wiki/Tet\\_Offensive](http://en.wikipedia.org/wiki/Tet_Offensive)

#### 1968

**The Tet Offensive** - Communist plans called for violent, widespread, simultaneous military actions in rural and urban areas throughout the South—a general offensive. But as always, military action was subordinate to a larger political goal. By focusing attacks on South Vietnamese units and facilities, Hanoi sought to undermine the morale and will of Saigon's forces. Through a collapse of military resistance, the North Vietnamese hoped to subvert public confidence in the government's ability to provide security, triggering a crescendo of popular protest to halt the fighting and force a political accommodation. In short, they aimed at a general uprising.

Also hoping to spur negotiations, Communist leaders probably had the more modest goals of reasserting Viet Cong influence and undermining Saigon's authority so as to cast doubt on its credibility as the United States' ally. In this respect, the offensive was directed toward the United States and sought to weaken American confidence in the Saigon government, discredit Westmoreland's claims of progress, and strengthen American antiwar sentiment. Here again, the larger purpose was to bring the United States to the negotiating table and hasten American disengagement from Vietnam.

Source: US Army Center for Military History - Chapter 28 - The US Army in Vietnam  
<http://www.army.mil/cmh-pg/>

## 5.2 Task 2 (Pre-viewing task)

**Work in a group and find out the meaning of the following words. After that try to find a good explanation for every word and be ready to present them to the class.**

**You could paraphrase the words, act them out, find synonyms, illustrate them and so on. Just find a good way to make your classmates understand the words.**

**Purpose:** It is necessary that there is a vocabulary introduction before watching the movie. There are very important words the students will not know. This would be another step before watching the movie to make it easier to understand for the students. I think this task is very helpful. Because of the different ways of explaining or demonstrating words the students will probably memorize the words more easily.

**Product:** I think the products would be very different. The single groups find their own way to describe the words. All groups have different words to explain. The following examples could be student ideas:

Rifle: rifle is another word for gun or gear

- They could draw a picture of the rifle and show it to the class.
- They could show the class what you do with a rifle: they act out the shooting move.

Sniper: a sniper is a person who hides in buildings or behind walls to shoot people

- They could also draw a sniper or act out a short scene.

### **Process:**

1. Text for the students: In this case there should not be any language problems. The students just get the task, the words they have to look up in the dictionary and of course the dictionary itself.

2. Text for the teacher: It is the teacher's job to pick out the right words as new vocabulary. His or her choice should depend on the language level the class has. The teacher knows which words they know and they do not know. So he or she has just to establish a list and give the words to the groups.

### 5.3 Task 3 (While-viewing task)

Watch the first scene (boot camp) of the movie *FMJ* and answer the multiple choice questions while watching the movie.

**Purpose:** It is very important to give the students a while-viewing task so that they can try to understand certain details. It is possible to check their global understanding.

**Product:** The students have a worksheet and they are supposed to answer the questions. After watching the scene I would want to talk with my students about the scene. The questions they answered would be the basis. The final product of this task would be the discussion of the boot camp scene.

**Process:**

1. Text for the students: The multiple choice questions would be easy to understand and just a language support to understand this part of the movie. Examples of the questions could be:

**Put a cross to answer the questions!**

- a) During the basic training the soldiers have a lot of free time.  
Yes  No
- b) The instructor is very strict and rough.  
Yes  No
- c) The instructor yells at the soldiers in a bad way and discriminates against some of them.  
Yes  No
- d) The young soldiers are scared of the instructor.  
Yes  No
- e) It is physically and mentally easy for the soldiers to graduate from their basic training.  
Yes  No
- f) .....

2. Text for the teacher: The teacher makes his or her own multiple choice questions depending on what he or she wants to talk about after watching the scene. The boot camp scene is the first scene of the whole movie so to me it would be important that the students realize how the soldiers are treated. I would want my students see how tough this training is and what it does do to young men. I would want them to recognize how their personality changes and how they get prepared for the war. That is the reason why I posed my questions like that.

It is also very important that the questions are not too long and they are easy to understand otherwise the students cannot follow the movie. The teacher should not prepare comprehension questions where students have to write whole sentences to answer the questions. That would be disturbing while watching the movie. The teacher should give the students the chance to read the questions before they watch the scene in order to get into the topic.

The students got to know the new vocabulary and they also have their questions to follow along. I think this is a good language support. However, if there are still problems with understanding the language the teacher should turn on the English subtitles. I think that would help them a lot because the language in the movie is very fast, especially when the drill instructor talks.

#### **5.4 Task 4 (While-viewing task)**

**What do you think: how did the war change the soldiers and how do they feel?**

**Purpose:** The students are supposed to watch the scene including the part where the soldiers are in the helicopter. They should just concentrate on this one question and try to think about what the soldiers feel in this moment.

**Product:** The outcome of this task would be a discussion in class. The students make up their own mind and tell what they think about the scene.

A possible student answer could be: 'I think the war makes the soldiers to killer machines. They do not have feelings anymore; they just kill everything

which is in their way no matter if it is a woman or a child. I guess they do not even think about what they are doing anymore.'

Another answer could be: 'I think everybody of them feels different. Some just act like killer machines and others feel bad, e.g. the one guy in the helicopter who is about to throw up when he sees what's happening around him.'

### **Process:**

1. Text for the students: The text for the students would be this single question. They will understand it but they might need some help to express themselves during the discussion.

2. Text for the teacher: I picked this scene to show them the cruelty of the war. It is up to the teacher what he or she wants to achieve with this task but to me it would be important that the students realize that some things the soldiers did over there made no sense. In this scene you can see a group of soldiers in a helicopter shooting around and killing people. They kill everybody even women and children. What was the point of doing this? I think it is important that the students wonder about this aspect.

As I mentioned before it is the teacher's job to lead the discussion and to offer language support. Maybe more new words come up so the teacher should help the students by explaining the words and formulating their opinion. It might be necessary to note down new words on the board.

If there are problems with understanding the language while watching the scene the teacher should turn on the English subtitles again.

## **5.5 Task 5 (While-viewing task)**

**Watch the following scene without listening to the sound. Journalists ask the soldiers some questions about the war. What do you think do the soldiers answer? Write down your own interview answer.**

**Purpose:** The students are supposed to find their own solution of what the soldiers could say in the interview. They should also use their background knowledge to find some words. (Background knowledge: What

do they know about the development of the soldiers already? How did they act? What could be the conclusion based on those aspects?)

**Product:** One product would be the written interview. I think the students' interviews would be very different. There could be a wide range of expectations. Examples:

**Journalist:** Why are you in Vietnam?

**Soldier:** I'm here because the Vietnamese people caused a war. They attacked one of our boats. They attacked our country so now I fight for my country.....

Another student could write something completely different like:

**Journalist:** Why are you in Vietnam?

**Soldier:** Oh, I don't really know man. I'm just here to kill some Vietnamese people. I don't even know what they did to my country. I'm just born to kill man.....

I think it is very difficult for the teacher to expect something specific. It just depends on every student him- or herself.

After writing their own interview the students are supposed to watch the real interview and compare the real interviews to theirs. That would be the final product of this task.

**Process:**

1. Text for the students: During this task the students use their own language to express themselves.

2. Text for the teacher: The teacher is supposed to help the students if they need language support.

I picked this scene and also the task to show the students how helpless the soldiers were in a way. They did not even know why they were there. Their answers were just poor. The movie shows that the soldiers who went over there seemed to be not that intelligent. That could be another reason for their actions.

## 5.6 Task 6 (Post-viewing task)

Evaluate the following statistics and find out some numbers about the war.

**Purpose:** The students find out numbers like how many people died or got injured in this war, so that makes them think about the cruelty of a war.

**Product:** The outcome of this task would be on the one hand that they find out specific information on the other hand they go behind the task and think about the things they just figured out.

**Process:**

1. Texts for the students:

**Losses during Tet Offensive**

Country/Force	Killed	Wounded	Missing
US, Korea, Australia	1,536	7,764	11
South Viet Nam	2,788	8,299	587
North Viet Nam and Viet Cong	45,000	not known	not known
Civilian	14,000	24,000	

630,000 homeless

**Deaths**

Category	Count	Average Age
total	59,148	23.11 years
Enlisted	50,214	22.37 years
Officers	6,598	28.43 years
Warranters	1,276	24.73 years
E1	525	20.34 years

Five men killed in Vietnam were only 16 years old.  
The oldest man killed was 62 years old.  
11,465 KIAs were less than 20 years old.

**CASUALTIES**

- \* Hostile deaths: 47,359.
- \* Non-hostile deaths: 10,797.
- \* Total: 58,202 (includes men formerly classified as MIA and Mayaguez casualties). Men who have subsequently died of wounds account for the changing total.
- \* 8 nurses died - 1 was KIA.
- \* Married men killed: 17,539.
- \* 61% of the men killed were 21 or younger.
- \* Highest state death rate: West Virginia - 84.1 men per 100,000 males serving in Vietnam. (Averaged in 1970).
- \* Wounded: 303,704 (153,329 hospitalized + 150,375 injured requiring no hospital care).
- \* Severely disabled: 75,000-23,214 100% disabled; 5,283 lost limbs; 1,081 sustained multiple amputations. Amputation or crippling wounds to the lower extremities were 300% higher than in WWII and 70% higher than in Korea. Multiple amputations occurred at the rate of 18.4% compared to 5.7% in WWII
- \* Missing in Action: 2,338.

Casualties	
<b>Total dead:</b>	<b>Total dead: Official</b>
So. Vietnam - 1,250,000+	Vietnamese estimate:
US - 58,226	1,100,000
<b>Wounded:</b> 153,303 (US)	<b>Wounded:</b> 600,000



2. Text for the teacher: I think it is very important that the students know how many people died in this war, how many people got injured, how many people lost their home and families. It is a very bad and shocking aspect in this teaching unit but I also think that this feature is necessary. It makes no sense to hide things like that. I for my part think that it is even more a help for them to make up their own mind and maybe another step to support peace education. There might be words they do not understand so the teacher should give the students dictionaries and also talk to them.

## **5.7 Task 7 (Post-viewing task)**

**How did America and the world react to this war? Work in groups and make a poster with the aspects you think are the most important. Be ready to present your poster to the class.**

**Purpose:** The students are supposed to find out what people in the United States and people from the rest of the world thought about this war. I want them to find out that this war started so many peace movements and that people tried to express their feelings in so many different ways.

**Product:** The end product of the task would be the different posters the students make in their groups (see task 1).

### **Process:**

1. Text for the students: The text for the students would be very different but similar to the texts for the students in task 1. The language level would be the same.

2. Text for the teacher: The teacher has to prepare different material for the groups (similar to task 1). One group should work on the peace movement in the United States; other students should work on the peace movement in the world. Other groups should deal with soldier interviews, poems or songs. There are plenty of sources online. I will give some more information about websites in the Bibliography.

I think it is very important that the students see that people tried to express their emotions in different ways. The group with the poems for example should have about three or four poems and then pick their favorite one and talk about it. It would be the same with the songs. I think the language support the teacher should provide here would be a vocabulary list or a dictionary. In comparison to that the teacher should work on the material for the peace education group more in detail because I think the texts are too difficult. The teacher would have to simplify the sentences or design his or her own texts (see task 1).

### **5.8 Task 8 (Post-viewing task)**

**Write a letter to a person you like. Tell him or her about what we have talked during our last English lessons. Tell him or her, what you think about the Vietnam War and how you feel about it.**

**Purpose:** The students are supposed to write their own text (letter) to conclude this teaching unit and maybe to find their own answer to what they think about the war.

**Product:** The end product of this task would be the letter. Those letters can be so different that I cannot even expect anything. It is up to the students and how this teaching unit affected them. One student could write about how cruel this war was, the other one could write about how much he liked this war.

**Process:**

1. Text for the students: The students would have to write their own letter and I guess they would use some of the new vocabulary they would have learned.

2. Text for the teacher: The teacher should support the students by handing out dictionaries and maybe prepare a transparency with all the new words and put them on the Over-Head-Projector while the students are writing.

## **6. Bibliography**

Zinn, H. (2003). *A People's History of the United States: 1492 – Present*. Harper Perennial. 460-492.

In this text you can find very good of about the Vietnam War in general but the text also goes beyond the text with its many examples. The text is very critical but helps you to understand the underlying concepts of the war. The chosen examples are very good, they help you picture everything.

Stiglegger, M. (2002). „Kriegsfilm.“ In: Koeber Thomas (ed.). *Reclams Sachlexikon des Films*. Stuttgart: Reclam. 322-325

"The Vietnam Experience Nineteen Sixty-Eight":

<http://www.diggerhistory.info/pages-conflicts-periods/vietnam/tet.htm>

[http://en.wikipedia.org/wiki/Tet\\_Offensive](http://en.wikipedia.org/wiki/Tet_Offensive)

The Wikipedia encyclopedia is very helpful, too, especially if you want to create your own student texts. No matter what you are looking for, the encyclopedia gives you the main ideas of your topic. You get to know something about the main aspects of the topic you have chosen.

<http://www.cosmopolis.ch/cosmo8/Kubrick.htm>

US Army Center for Military History - Chapter 28 - The US Army in Vietnam

<http://www.army.mil/cmh-pg/>

<http://www.vietmemories.com/>

<http://www.soldierworks.com/>

These two homepages are made by veterans of the Vietnam War. You can find all kinds of material. A veteran explains that they have made the homepage to show the experiences of the Vietnam War from different perspectives. You can find songs, pictures, poems and a lot more. This is exactly what you need for your lesson about the reactions to the Vietnam

War. To prepare the texts for this lesson I would recommend those two websites.

John Woggon. History in film: <http://www.historyinfilm.com/jacket/index.htm>

Filmstarts. [Tobias Leckeband](#), [Carsten Baumgardt](#) und [Jürgen Armbruster](#):  
<http://www.filmstarts.de/kritiken/klassiker/Full%20Metal%20Jacket.html>

<http://my.eiis.net/cmart/vietwarstats.html>

This website provides sufficient information about the Vietnam War statistics. A teacher could use it to evaluate it in the classroom. It is just in written form but the teacher could make diagrams about the information easily.

Statistics about the Vietnam War. Gary Roush: <http://www.vhfcn.org/stat.htm>

Wikipedia: [http://en.wikipedia.org/wiki/Vietnam\\_War](http://en.wikipedia.org/wiki/Vietnam_War)

<http://de.wikipedia.org/wiki/Vietnam-Krieg>