

## **Week**

**Goal:** Students shall question the justification of self-defense as a just cause for going to war. Students shall examine an excerpt from Lincoln's Second Inaugural Address and evaluate the validity of his statements regarding the causes for the Civil War, and compare them to the Gulf of Tonkin Resolution and President Lyndon B. Johnson's decision to fight in Vietnam.

### **Objective(s):**

1. Students shall use primary source documents to show that to understand history is to understand more than the facts of what happened.
2. Students shall review the chain of events that led to the outbreak of the Civil War and Vietnam War.
3. Students shall evaluate the actions of Lincoln and Johnson and assess their roles in the outbreak of the war.
4. Students shall examine and evaluate possible avenues to diffuse secession, the Sumter crisis and the Civil War.
5. Students shall examine and evaluate possible avenues to diffuse the situation in Vietnam.
6. Students shall exhibit their knowledge through the presentation of posters.
7. Students shall compare the two wars and determine whether or not the president was justified in his actions

### **Instructional Strategies:**

Two to Three class days are needed for this activity:

Students shall be divided into groups of no more than four. Each group shall research, examine materials and form an opinion as to whether or not each president was justified in choosing war by listing reasons to support their position and listing items that discredit the opposition.

Working with their groups, students will create 2 posters for each war (one by each group member) to illustrate their positions on the justification for each war. Each group will share their viewpoints with the class as individuals present their posters to the class.

**Resources:**

Lincoln's Second Inaugural Address

<http://www.tulane.edu/~sumter/Reflections/QuestionsComm.html>

Civil War Resources – Crisis at Fort Sumter:

<http://www.tulane.edu/~sumter/index.html>

President Johnson's address to Congress regarding the Gulf of Tonkin Incident:

<http://www.yale.edu/lawweb/avalon/tonkin-g.htm>

Gulf of Tonkin Resources:

[http://en.wikipedia.org/wiki/Gulf\\_of\\_Tonkin\\_Resolution](http://en.wikipedia.org/wiki/Gulf_of_Tonkin_Resolution)

**Assessment:**

See Poster Rubric

## War Justification Rubric

Student Name \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Knowledge Gained</b>	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
<b>Title</b>	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.
<b>Graphics - Clarity</b>	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
<b>Content - Accuracy</b>	There are 10 items listed are relevant to the Civil and Vietnam Wars.	7-8 items are related to the Civil and Vietnam Wars.	3-4 items are related to the Civil and Vietnam Wars.	Less than 3 items are related to the Civil and Vietnam Wars.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is excessively messy or very poorly designed. It is not attractive.

