**Analysis activity 9.1: Primary source analysis**

This is an extract from a speech given by US President Johnson to university students in April 1965 in which he justifies the reasons American must begin war in Vietnam.

*Vietnam is far away from this quiet campus. We have no territory there, nor do we seek any. The war is dirty and brutal and difficult. And some 400 young men, born into an America that is bursting with opportunity and promise, have ended their lives on Vietnam’s steaming soil. The first reality is that North Vietnam has attacked the independent nation of South Vietnam. Its object is total conquest … Over this war and all Asia is another reality: the deepening shadow of Communist China. The rulers in Hanoi are urged on by Peking. This is a regime which has destroyed freedom in Tibet, which has attacked India, and has been condemned by the United Nations for aggression in Korea …*

*Why are these realities our concern? Why are we in South Vietnam? We are there because we have a promise to keep. Since 1954 every American president has offered support to the people of South Vietnam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Vietnam defend its independence. And I intend to keep that promise …*

*We are also there to strengthen world order. Around the globe, from Berlin to Thailand, are people whose well-being rests, in part, on the belief that they can count on us if they are attacked. To leave Vietnam to its fate would shake the confidence of all these people in the value of an American commitment and in the value of America’s word. The result would be increased unrest and instability, and even wider war.*

1. Answer each of the questions in the APPARTS model (see below) in reference to President Johnson’s justification for the United States’ involvement in the war.

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| **A** | Author |  |
| **P** | Place and Time |  |
| **P** | Prior Knowledge |  |
| **A** | Audience |  |
| **R** | Reason |  |
| **T** | The Main Idea |  |
| **S** | Significance |  |

Source: ‘Improving student comprehension: primary sources’, *The AP Vertical Teams Guide for Social Studies*. The College Board (2001): 15–17