

Idaho Core Teacher Network Unit Plan Template

Unit Title: The Vietnam War - A Cold War Case Study

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Subject: U.S. History II

Grade: 11

Estimated Length (days or weeks): 9 block sessions (3 weeks)

Unit Overview (including context):

The purpose of this unit teaches students that American involvement in Vietnam must be understood in the context of the Cold War. Students will draw from their earlier explorations of how Containment was implemented abroad and at home and use this knowledge to understand the roots and consequences of American intervention in Vietnam, both at home and abroad. By studying a crucial turning point in history the student becomes aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences which are still in place today.

Unit Rationale (including Key Shift(s)):

- ❑ The initial planning stages for this unit began out of necessity. My unit on the Cold War and its events is traditionally poorly planned and executed due to the immense amount of content that needs to be addressed in U.S. History II in a short period of time. We always seem to run out of days at the end of the year. My colleagues and I have discussed the need to be more deliberate with the teaching of Cold War events as students need to understand the relevance and applicability of these 45 years of modern history to today.
- ❑ I chose the Vietnam War portion of the Cold War as it is a unit in which I am lacking resources and a cohesive plan for teaching. A large portion of my students have a family member who served in this war, or was in some other way affected by it, so they are engaged, curious, and motivated to learn about this topic. I also believe that I am a student of my subject and am anxious to increase my knowledge of the war, culture, society, and other relevant topics of this event and time period.
- ❑ A large portion of this unit will revolve around the analysis, evaluation, interpretation, and implementation of Primary Source Documents (PSD). The content standards I selected reflect this time period and event; the ELA standards reflect the processes by which we will study the PSD, apply the knowledge and information of the PSD, and drive the creation and synthesis of the culminating process. I plan on being very deliberate in the type, style, length, audience, purpose, and message of the PSD I will be using throughout this unit. I have a variety of activities planned to accompany these documents and will utilize them in a way

that moves beyond the surface level of simply understanding and comprehending the actual document, but provides avenues and systems in which students can apply, synthesize, and utilize the documents in more complex ways.

Targeted Standards (Module 2):

❑ **Idaho Core Grade-Level Standards:**

Reading:

- ❑ CCSS.ELA-LITERACY.RI.11-12.1
 - ❑ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ❑ CCSS.ELA-LITERACY.RI.11-12.4
 - ❑ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Writing:

- ❑ CCSS.ELA-LITERACY.W.11-12.1
 - ❑ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ❑ CCSS.ELA-LITERACY.W.11-12.9
 - ❑ Draw evidence from literary or informational texts to

Essential Question and Enduring Understandings (Module 4):

- ❑ Essential Question:
 - ❑ How, and in what ways, does war define Americans?
- ❑ Enduring Understandings:
 - ❑ Personal identity is shaped by one's culture, by groups, and by institutional influences.
 - ❑ The Vietnam War caused a culture shift in the U.S., exposed by the media in literature, art, propaganda and advertising, radio and television.

Measurable Outcomes (Modules 5, 6, and 8):

Learning Goals (Desired Results):

Students will be able to analyze important causes, events, ideas, and effects of the Vietnam War, ultimately utilizing this information as a tool to define the role of war in the lives of Americans.

Options to demonstrate understanding of the Learning Goals:

Explain - Create a digital presentation of essential unit vocabulary.
Interpret - Develop an oral history of a person or group significant to the Vietnam War utilizing a Facebook biography template.
Apply - Create a tour (Tour Builder) which analyzes specific information relevant to major battles of the Vietnam War.
Shift Perspective - Compare different accounts of specific events using PSD (ie. Mai Lei Massacre, Tet Offensive, Watergate, Kent State Massacre)
Demonstrate Self - Knowledge - Complete a checklist of knowledge gained during the unit utilizing a checklist tied to each standard.

Success Criteria (Evidence):

Students will be able to employ the use of primary source documents and non-fiction literature throughout the unit to define the ways and manner in which the Vietnam War defined Americans.

support analysis, reflection, and research.

Speaking and Listening:

- ❑ CCSS.ELA-LITERACY.SL.11-12.1
 - ❑ Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ❑ CCSS.ELA-LITERACY.SL.11-12.3
 - ❑ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Content Standards

- ❑ 9-12.U.S.H.2.1.1.1
 - ❑ Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.
- ❑ 9-12.U.S.H.2.1.1.2
 - ❑ Discuss the causes and effects of various compromises and conflicts in American history.
- ❑ 9-12.U.S.H.2.1.1.3
 - ❑ Analyze significant movements for social change
- ❑ 9-12.U.S.H.2.4.3.2

- ❑ Provide and evaluate examples of social and political leadership in American history.
 - ❑ 9-12.USSH.4.4.1
 - ❑ Trace the development and expansion of political, civil, and economic rights.
 - ❑ 9-12.USSH.5.1.4
 - ❑ Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today

Summative Assessment (Module 6):

❑ **Summative Assessment Description:**

- ❑ Summative Assessment: Digital Vocabulary (Explain) and (Optional) Facebook Biography Activity (Interpret)
 - ❑ How will these assessments provide evidence of your desired outcomes?
 - ❑ Completion of these activities/goals will ensure that students have the appropriate knowledge necessary within the confines of the unit and can then transfer their knowledge to a new situation. In order to participate and complete the activity, students will have to have the appropriate knowledge, along with its contextual and conceptual significance, in order to complete the appropriate transfer.
 - ❑ In what way do these tasks require transfer to new situations?
 - ❑ Conceptual and contextual knowledge will be necessary to ensure that the appropriate placement and engagement of learning is conducive to the transfer. It is not my goal to make extra work for students, but that they will see relevance and validity in the learning.

❑ **Rubric or Assessment Guidelines:**

- ❑ What is the relationship between these formative assessments and the summative assessments? How will you use the results from these formative assessments to plan next steps as you move students towards the summative assessment?
 - ❑ The FA for these activities/goals is designed to be a check along the way for progress, content, and application. Their completion will indicate whether the student is on track, task, and topic.
- ❑ Based on your unit goals, where would these formative assessments be most logically placed in your instructional sequence?
 - ❑ I see FA best utilized in my classroom as Bellringers and Exit Slips. I like to start class focusing students on a concept, skill, ability, or topic and then assessing their progress at the end of class. This also provides insight into any homework, research, or conceptual analysis which needs to be addressed prior to the next class and can guide changes to instruction for the following day.



**Text Complexity Analysis - Title: *The Things They Carried* by Author: Tim O'Brien
Text Type (fiction, informational etc.): Non-Fiction**

Text Description

The Things They Carried by Tim O'Brien is a compilation of stories and vignettes of soldiers during the Vietnam War written by Tim O'Brien. As a soldier during the Vietnam War, O'Brien uses his own experiences and connections to write a series of short stories detailing the physical, mental, and emotional baggage of the Vietnam "grunt." These short stories provide a glimpse into the non-fiction life a Vietnam soldier in a format which provides a look into the daily, mundane routine of the foot soldier, interspersed with the fear and uncertainty of combat moments, the loss of friends and fellow soldiers, and the shame of the veteran soldier upon the return home.

What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?

Due to the mature themes and language, as well as the background knowledge required for comprehension, understanding, and analysis, I believe this text to be more suitable for students in grades 9-10 in a World Cultures or World History class, or in grades 11-12 in a U.S. History II class. To engage students in this text will require a deep and meaningful understanding of the stories of these soldiers which is going to require the schema of more mature secondary students.

Mark all that apply (double-click on the box and select "Checked"):

Grade Level Band: K-5 6-8 9-12 x PD

Content Area: English/Language Arts (ELA) X Foreign Language (FL)

General (G) X Health/Physical Education (HPE)

History/Social Studies (HSS) x Humanities (H) X Math (M)

Professional Development (PD) Professional/Technical Education (PTE)

Science (S)

Quantitative Measure

Quantitative Measure of the Text: 880L

Range: 740 - 1010

Associated Grade Band Level:
Grade Level Band 4-5

Qualitative Measures

Text Structure (story structure or form of piece):

This text would be described as Very Complex in that it contains a variety of plots and subplots which feature a plethora of characters from Alpha Company detailing their personal experiences during the Vietnam War. The author also provides commentary to supplement the stories of these characters, shifting from first and third person perspective regularly. The length of text is also one which challenge students to pace themselves, stay engaged, and reinforce comprehension from beginning to end.

Language Clarity and Conventions (including vocabulary load):

Tim O'Brien's text includes vocabulary which is specific to the military culture ("grunt," AWOL, rucksack, etc.). Focus on military terms during the 1960s and 1970s will be important to provide students an accurate picture of the language which soldiers utilized in the field. O'Brien employs a wide range of sentence and paragraph length to highlight short passages during intense firefights or prolonged passages during boring, extended marches. In the longer passages, students will have to have guidance and experience in reading clauses as the author uses lists to describe specific items included in backpacks/rucksacks, as well as their purpose or use in the field, in the marsh, in the water, or in camp.

Levels of Meaning/Purpose:

This literary text could be described as historical fiction as the author utilizes actual accounts from his Alpha company as the subject matter. He writes them in a fictional manner while inserting his commentary and perspective in a narrative, first person manner. The theme, the baggage of war, is delivered through the thoughts, actions, and words of the soldiers during the preparation for battles and gunfights, marches, mail call, flashbacks, and the return home. The social, political, and military ramifications of the Vietnam War are portrayed as these soldiers endure the physical, mental, and emotional weight of their baggage.

Knowledge Demands (life, content, cultural/literary):

This text will require a large amount of historical information to lend credence, believability, and meaning to O'Brien's stories. Students will need knowledge pertaining to the strategy and background of the major battles and gunfights of the Vietnam War, the relevant details of the anti-war movement at home, and the enduring struggles of the soldier (guilt, disease, weapons, death, etc.). Students will be encouraged to maintain a level of maturity while interacting with this text as it encompasses a variety of themes which may be difficult to read, discuss, and reflect upon: guilt, death, fear, atrocities of war, etc.

Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:

- ❑ 9-12.USH2.1.1
 - ❑ Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.
 - ❑ Students will utilize a variety of graphic organizers to collect evidence of these categories throughout the reading of this text
- ❑ CCSS.ELA-LITERACY.RI.11-12.4
 - ❑ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
 - ❑ Students will utilize their INB to collect information pertaining to vocabulary (vocabulary matrix), comprehension questions, and questions/comments related to the reading, homework, and in-class activities and analysis.

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:

Students may struggle with the military language and counterculture evidence of the text. It will be essential to frontload a wide range of information throughout the unit to provide students with the skills and abilities to achieve success through the productive struggle of interacting with this text. Bellringers, Exit Slips, and regular implementation of Formative Assessment will assist in this process.

Some of the intentional language (f*&jk, etc) will need to be edited in order to address the conservative nature of our community. Students will also need some coping tools to deal with the visual pictures, both literal and figurative, introduced by the author.

<p>☐ CCSS.ELA-LITERACY.W.11-12.9</p> <ul style="list-style-type: none"> ☐ Draw evidence from literary or informational texts to support analysis, reflection, and research. ☐ Students will utilize information from this text to provide insight and perspective to the final research product in the unit. 	<p>Differentiation/Supports for Students:</p> <p>Provide shorter vignettes for students with reading accommodations.</p> <p>Allow time for students to work in small groups to support and encourage dialogue and discussion for students who experience difficulty in comprehension.</p> <p>Provide paper copies of the story for students with no electronic access to the provided PDF</p> <p>Extension for advanced readers - students can read the entire compilation of <i>The Things They Carried</i> by Tim O'Brien. I will require parental approval due to the content and language of the book.</p>
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Other Materials/Resources for Unit	
Central (Focus) Text	<i>The Things They Carried</i> by Tim O'Brien
Themes, concepts	The physical, mental, psychological and emotional baggage carried by soldiers during and as a result of war; Counterculture and Anti-War Efforts; political decisions and legislation; foreign and domestic legislation; application to today
Events	Vietnam War; Post-Traumatic Stress Disorder; Kent State Massacre; Mai Lai Massacre; Civil Rights Movement; The Cold War; Tet Offensive; Gulf of Tonkin Resolution; POW/MIA; Evacuation of Saigon; Ho Chi Minh Trail; Resignation of Nixon; Anti-War Efforts; Counterculture of 1960s and 1970s; Woodstock; Hanoi Hilton
Artworks	CCR - Have You Ever Seen the Rain; Peter, Paul and Mary - Puff the Magic Dragon; Bruce Springsteen - Born in the USA; John Lennon - Give Peace a Chance; David Ball - Riding with Private Malone; Merle Haggard - Okie from Muskogee; Country Joe - I Feel Like I'm Fixin' to Die Rag; Country Joe - Where Have All the Flowers Gone; Sgt. Barry Sandler - Green Berets Political Cartoons; Vietnam War Art; Propaganda Posters
Other texts	Movie Clips - Rambo; Platoon; Hamburger Hill; The Green Berets; Born on the Fourth of July; Forrest Gump Variety of PSD; Poetry - Curt Bennett and Penny Rock; Editorials and Television Clips/New Stories

Instructional Sequence

Activity/Strategy	Texts and Resources	Instructional Notes (including Sequencing & Scaffolding (Module 8), formative assessments (Module 6), integrated literacy lessons (Module 9), and days that target vocabulary (Module 9))
<p>Frontloading</p> <p>Activities/Strategies:</p> <p>Day(s) ___1___:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer <input type="checkbox"/> T/P/S <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Frontloading <input type="checkbox"/> Guided Practice/Reading and Annotation <input type="checkbox"/> Formative Assessment <input type="checkbox"/> Exit Slip <ul style="list-style-type: none"> <input type="checkbox"/> Building Knowledge <input type="checkbox"/> Motivating <input type="checkbox"/> Modeling <ul style="list-style-type: none"> <input type="checkbox"/> Visual - Written 	<ul style="list-style-type: none"> <input type="checkbox"/> SARF Note-catcher <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7blRNWE5wSnpkTWs <input type="checkbox"/> Video Clips - TBA/TBD <input type="checkbox"/> Pictures - TBA/TBD <input type="checkbox"/> Song Clips - TBA/TBD <input type="checkbox"/> Modern American Poetry - Origins of the Vietnam War <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7ZFhVbUNPem9NcUk <input type="checkbox"/> Annotation Guidelines Handout <ul style="list-style-type: none"> <input type="checkbox"/> http://goo.gl/kJ9BvA <input type="checkbox"/> Interactive Mapping Activity <ul style="list-style-type: none"> <input type="checkbox"/> http://goo.gl/rQe8nD <input type="checkbox"/> pp. 7 - 13 	<p>Introduction - Origins of the War</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer: SRAF Activity - 15 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete an activity on what they See/Recognize/ Associate/Feel while viewing pictures and video clips and listening to songs related to the Vietnam War. <ul style="list-style-type: none"> <input type="checkbox"/> Video Clips: Kent State Massacre <input type="checkbox"/> Pictures: Google Images/Vietnam War <input type="checkbox"/> Songs: Sgt. Barry Sandler/"Green Berets" <input type="checkbox"/> Students will T/P/S ideas. <input type="checkbox"/> Share five as a class. <input type="checkbox"/> Collect for participation points. <input type="checkbox"/> Frontloading Activity - Origins of the War <ul style="list-style-type: none"> <input type="checkbox"/> Distribute "Causes of the Vietnam War" Handout - 30 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Students read and annotate handout <ul style="list-style-type: none"> <input type="checkbox"/> Annotation Guidelines Handout provided <input type="checkbox"/> Students will be broken into eight (8) groups to analyze and evaluate each paragraph of the article <input type="checkbox"/> Groups will report to class; class will collaborate to identify 3-5 causes to the Vietnam War. <input type="checkbox"/> Distribute Interactive Mapping activity - 30 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Students are to work with desk partners to complete the mapping activity. <input type="checkbox"/> Extension Opportunity: students or small groups could be assigned further research on the global/world events on this map; students could create a short presentation to share with the class to lend credence and weight to their importance in causing the Vietnam War <ul style="list-style-type: none"> <input type="checkbox"/> Due at the beginning of the next class. <input type="checkbox"/> Exit Slip - INB (Interactive Notebook) Writing - 15 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting on what we read, discussed, and viewed today, what topic am I most interested in that is

		<p>related to the Vietnam War, and why? In what areas do I already have a certain amount of knowledge that I am willing to share with my classmates?</p>
Activity/Strategy	Texts and Resources	Instructional Notes (including Sequencing & Scaffolding (Module 8), formative assessments (Module 6), integrated literacy lessons (Module 9), and days that target vocabulary (Module 9))
<p>Day(s) ___1___:</p> <p>Activities/Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Student Grouping <input type="checkbox"/> Student-Directed Instruction <input type="checkbox"/> Exit Slip <input type="checkbox"/> Modeling <input type="checkbox"/> Multiple Modalities <input type="checkbox"/> Monitoring <input type="checkbox"/> Multiple Measures <input type="checkbox"/> Direct - Indirect <input type="checkbox"/> Concrete - Abstract <input type="checkbox"/> Close - Distant 	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive Mapping Activity <ul style="list-style-type: none"> <input type="checkbox"/> http://goo.gl/rQe8nD <input type="checkbox"/> pp. 7 - 13 <input type="checkbox"/> Vocabulary Words and Strategy <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7X2ZsYU1jTMM1dWs <input type="checkbox"/> Gulf of Tonkin PSD Packet <ul style="list-style-type: none"> <input type="checkbox"/> http://goo.gl/6zTzbC 	<p>Gulf of Tonkin Resolution/Why Did We Fight?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer: INB Writing - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Using your Interactive Map Activity from the previous class, draw and explain three (3) conclusions regarding the strategic and geographic influence of the Vietnam War. <input type="checkbox"/> T/P/S as a class <input type="checkbox"/> Collect for a homework grade <input type="checkbox"/> Vocabulary Development - 20 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Students will utilize matrix note cards to complete definition information on one side and utilize the other side as a way to record annotated PSD notes related to the vocabulary word throughout the unit. <ul style="list-style-type: none"> <input type="checkbox"/> Relevant words: Ho Chi Minh, National liberation Front/VietCong, Gulf of Tonkin Resolution, Ngo Dinh Diem, Operation Rolling Thunder <input type="checkbox"/> Discuss and post to class word wall <input type="checkbox"/> Gulf of Tonkin PSD Activity - 40 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Guiding Question: <i>Was the U.S. planning to go to war with North Vietnam before the Gulf of Tonkin Resolution?</i> <input type="checkbox"/> Students work in groups to analyze an assigned PSD from the packet <input type="checkbox"/> Groups report/present findings from their own PSD analysis. <ul style="list-style-type: none"> <input type="checkbox"/> Students take notes from other group presentations. <input type="checkbox"/> Exit Slip - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Using information from all four documents, write a paragraph in response to the question: <ul style="list-style-type: none"> <input type="checkbox"/> Was the U.S. planning to go to war in Vietnam before August 1964?

<p>Day(s) ___1___:</p> <p>Activities/Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringers <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Student Grouping <input type="checkbox"/> Student-Directed Discussion <input type="checkbox"/> Exit Slip <input type="checkbox"/> Modeling <input type="checkbox"/> Multiple Modalities <input type="checkbox"/> Monitoring <input type="checkbox"/> Multiple Measures <input type="checkbox"/> Direct - Indirect <input type="checkbox"/> Concrete - Abstract <input type="checkbox"/> Close - Distant 	<ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary Words and Strategy <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7X2ZsYU1jTTM1dWs <input type="checkbox"/> My Lai Massacre Video Clip <ul style="list-style-type: none"> <input type="checkbox"/> https://goo.gl/ke475G <input type="checkbox"/> My Lai Massacre PSD Packet <ul style="list-style-type: none"> <input type="checkbox"/> http://goo.gl/8y0qpM 	<p>My Lai Massacre</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> What connotation does the word "massacre" imply? Where in history do we see this word used? Be specific in your explanation. <input type="checkbox"/> Vocabulary Development - 20 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Students continue matrix card with note development <ul style="list-style-type: none"> <input type="checkbox"/> Relevant Words: My Lai Massacre, G.I., hamlet, massacre, 5th Amendment <input type="checkbox"/> Discuss words and post to class word wall <input type="checkbox"/> My Lai Massacre Activity - 40 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Guiding Question: <i>How did this event affect the the United States' perspective on the Vietnam War?</i> <input type="checkbox"/> Video clip on My Lai Massacre <input type="checkbox"/> Small groups work to analyze PSD related to My Lai Massacre <ul style="list-style-type: none"> <input type="checkbox"/> Groups record reflections of answers on guided questions <input type="checkbox"/> Class discussion <input type="checkbox"/> Exit Slip: INB Writing - Students answer "Thought Questions" - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> 1. Have things like this, and worse, happened in other wars? List 2 examples. <input type="checkbox"/> 2. Why do things like this happen in warfare?
<p>Day(s) ___1___:</p> <p>Activities/Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Student Grouping <input type="checkbox"/> Close Reading Strategy <input type="checkbox"/> Exit Slip 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Identity Activity Sheet <ul style="list-style-type: none"> <input type="checkbox"/> https://goo.gl/ulliPj <input type="checkbox"/> Vocabulary Words and Strategy <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7X2ZsYU1jTMM1dWs <input type="checkbox"/> <i>The Things They Carried/The Spin</i> 	<p>Who Fought in the Vietnam War?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer: Student Identity Activity - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Students will complete the Student Identity Activity by labeling their identity outline with all of the identities through which they identify themselves (brother, sister, friend, etc.) <input type="checkbox"/> T/P/S <input type="checkbox"/> Share out as class <input type="checkbox"/> Vocabulary Development - 20 minutes

<ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Multiple Modalities <input type="checkbox"/> Monitoring <input type="checkbox"/> Multiple Measures <input type="checkbox"/> Simple - Complex <input type="checkbox"/> Short - Long 	<ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7M01NYkpfNUxBTjQ <input type="checkbox"/> Video Clip - <i>The Things They Carried</i> <ul style="list-style-type: none"> <input type="checkbox"/> https://goo.gl/QbPZih <input type="checkbox"/> Tim O'Brien Biography and Interview Handout <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7RUpfTljoYXFhRXc <input type="checkbox"/> Close Reading Strategy and Handout <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7SjRiV2lyaWlaZVk 	<ul style="list-style-type: none"> <input type="checkbox"/> Students continue matrix card with note development <ul style="list-style-type: none"> <input type="checkbox"/> Relevant Words: Pentagon Papers, Tet Offensive, Viet Cong, Vietnamization <input type="checkbox"/> Discuss and post to class word wall <input type="checkbox"/> Introduction: "The Things They Carried" <ul style="list-style-type: none"> <input type="checkbox"/> YouTube Video Clip: "The Things They Carried" - 5 minutes <input type="checkbox"/> Tim O'Brien Biography - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Class Reading and discussion <input type="checkbox"/> Individual reading of "The Spin" - 30 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Close Reading Strategy/Handout <input type="checkbox"/> Vocabulary Development - 15 minutes <input type="checkbox"/> Students identify five (5) soldier specific words from the reading to add to their vocabulary compilation <input type="checkbox"/> Discuss and post to class word wall <input type="checkbox"/> Individually, identify the identity issues projected by the Vietnam soldier and label the other side of the Identity outline with these ideas.- 10 minutes <input type="checkbox"/> Exit Slip: INB Writing - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Discuss similarities and differences between the two sides of the Identity activity. What conclusions can be drawn from these similarities and differences? <input type="checkbox"/> T/P/S with partner and as a class <input type="checkbox"/> Collect for participation grade
<p>Day(s) ___1___:</p> <p>Activities/Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Student Grouping <input type="checkbox"/> Student-Centered Discussion <input type="checkbox"/> Exit Slip <input type="checkbox"/> Modeling <input type="checkbox"/> Multiple Modalities <input type="checkbox"/> Monitoring <input type="checkbox"/> Mentoring 	<ul style="list-style-type: none"> <input type="checkbox"/> World Wall Activity <input type="checkbox"/> Video Clip <ul style="list-style-type: none"> <input type="checkbox"/> https://goo.gl/GYBQEO <input type="checkbox"/> Tet Offensive/Draft Dodger PSD Packet <ul style="list-style-type: none"> <input type="checkbox"/> https://goo.gl/6Edo1Y <input type="checkbox"/> Vietnam War Main Idea Review <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7VldNczRtV1ZRbTg <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7QnlJallsQmhrbza 	<p>Tet Offensive/Draft</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer - 15 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Video Clip: Vietnam Draft Interview <input type="checkbox"/> INB Writing Prompt: How do these veterans reflect what you know of the Vietnam War thus far? Be specific and detailed in your answer. <input type="checkbox"/> Vocabulary Development - 20 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Word Wall Activity <ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary grouping activity <input type="checkbox"/> Students choose 6 - 8 words from the class word wall and write a paragraph explaining how the words are related

<ul style="list-style-type: none"> <input type="checkbox"/> Multiple Measures <input type="checkbox"/> Direct - Indirect <input type="checkbox"/> Concrete - Abstract <input type="checkbox"/> Close - Distant 		<ul style="list-style-type: none"> <input type="checkbox"/> T/P/S with desk partners and as a class <input type="checkbox"/> Draft Dodger PSD Activity - 40 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Individual analysis and evaluation of Draft Dodger PSD <input type="checkbox"/> Guiding Question: <i>Would you have been a draft dodger?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Students analyze PSD and complete reflective thinking questions <input type="checkbox"/> Around the World Discussion Activity to complete "Bucket" portion of the PSD packet <input type="checkbox"/> Distribute study guides for Vietnam War Main Idea Review - 10 minutes <input type="checkbox"/> Exit Slip - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Justify information placed in the "Bucket" portion of the PSD packet
<p>Day(s) ___1___:</p> <p>Activities/Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer <input type="checkbox"/> Guided Practice <input type="checkbox"/> Individual Practice <input type="checkbox"/> Exit Slip <input type="checkbox"/> Modeling <input type="checkbox"/> Multiple Modalities <input type="checkbox"/> Monitoring <input type="checkbox"/> Mentoring <input type="checkbox"/> Multiple Measures <input type="checkbox"/> Direct - Indirect <input type="checkbox"/> Concrete - Abstract <input type="checkbox"/> Close - Distant 	<ul style="list-style-type: none"> <input type="checkbox"/> Vietnamization PSD Packet <ul style="list-style-type: none"> <input type="checkbox"/> http://goo.gl/4dqaN5 <input type="checkbox"/> Reflective Questions Presentation <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7ZHfFZWJvSE4yUTQ <input type="checkbox"/> Performance Task - Vietnam Newspaper Activity <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7WUNVWkZuZkdfYk0 	<p>Vietnamization</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer <ul style="list-style-type: none"> <input type="checkbox"/> Listen and respond to Nixon's Address to the Nation on the War in Vietnam - "The Silent Majority" - 15 minutes <input type="checkbox"/> Vietnamization Activity - 40 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Guiding Question: <i>How was Nixon's plan for ending U.S. involvement in Vietnam interpreted by Americans in support and in protest of the war?</i> <input type="checkbox"/> Students work individually to answer reflective questions by accessing provided websites. <input type="checkbox"/> Using answers to reflective questions, students choose one question/answer to focus on for a take-home activity. <ul style="list-style-type: none"> <input type="checkbox"/> Take-home activity <ul style="list-style-type: none"> <input type="checkbox"/> Students will interview parents, relatives, neighbors, etc. about the war and add relevant and corresponding thoughts and ideas to their reflective question emphasis <input type="checkbox"/> Introduce Performance Task - Vietnam Magazine/Newspaper Activity - 20 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Review handout and rubric <input type="checkbox"/> Establish due date

		<ul style="list-style-type: none"> <input type="checkbox"/> Exit Slip - 15 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Make a list of interview questions to ask your parents, relatives, neighbors, etc
<p>Day(s) ___1___:</p> <p>Activities/Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer <input type="checkbox"/> Reading Activity <input type="checkbox"/> Guided Practice <input type="checkbox"/> Individual Activity <input type="checkbox"/> Exit Slip <input type="checkbox"/> Modeling <input type="checkbox"/> Multiple Modalities <input type="checkbox"/> Monitoring <input type="checkbox"/> Mentoring <input type="checkbox"/> Multiple Measures <input type="checkbox"/> Simple - Complex <input type="checkbox"/> Short - Long <input type="checkbox"/> Direct - Indirect <input type="checkbox"/> Concrete - Abstract <input type="checkbox"/> Close - Distant 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The Things They Carried/Speaking of Courage</i> <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7YkpyODhRMDU2OVE <input type="checkbox"/> War At Home DBQ Resource Packet <ul style="list-style-type: none"> <input type="checkbox"/> https://goo.gl/CVW2ez 	<p>"The Things We Carried" /The War at Home</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer - 20 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Anti-war song/song lyrics <ul style="list-style-type: none"> <input type="checkbox"/> How does this song represent the anti-war movement on the home front during the Vietnam War? <input type="checkbox"/> Share Vietnam interview information <input type="checkbox"/> "The Things They Carried" - Speaking of Courage excerpt <ul style="list-style-type: none"> <input type="checkbox"/> Reading Activity - 30 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Students identify five (5) Tier 3 vocabulary words and make three (3) connections or relationships to previous class discussions or PSD activities <input type="checkbox"/> Record information in INB <input type="checkbox"/> War At Home DBQ Activity - 30 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Students work in a round robin format to complete the note-catcher on the PSD related to the protests of the Vietnam War at home <input type="checkbox"/> Each group will be assigned one PSD of which they will be an "expert" and create a presentation to share with the class <input type="checkbox"/> Students share presentations with the class <ul style="list-style-type: none"> <input type="checkbox"/> If time runs out, post to Google Classroom <input type="checkbox"/> Exit Slip - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> INB Writing: Based on the presentations, would you have been a Hawk or a Dove? Why?
<p>Day(s) ___1___:</p> <p>Activities/Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer <input type="checkbox"/> Reading Activity and Strategy <input type="checkbox"/> Notecatcher <input type="checkbox"/> Exit Slip 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>The Things They Carried/Speaking of Courage</i> <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7YkpyODhRMDU2OVE <input type="checkbox"/> Consequences and Legacy of the Vietnam War Note-Catcher 	<p>The Consequences and Legacy of the Vietnam War</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bell Ringer - 10 minutes <ul style="list-style-type: none"> <input type="checkbox"/> What aspects of the Vietnam War do you recognize today? What positive and/or negative connotations do they hold? <input type="checkbox"/> "The Things They Carried" - Speaking of Courage excerpt

<ul style="list-style-type: none"> <input type="checkbox"/> Modeling <input type="checkbox"/> Multiple Modalities <input type="checkbox"/> Monitoring <input type="checkbox"/> Multiple Measures <input type="checkbox"/> Simple - Complex <input type="checkbox"/> Short - Long 	<ul style="list-style-type: none"> <input type="checkbox"/> http://goo.gl/rQe8nD <input type="checkbox"/> pp. 43 - 52. 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Activity and Strategy (continued) - TBD <input type="checkbox"/> Consequences and Legacy of the Vietnam War Note Matrix Activity - 45 minutes <ul style="list-style-type: none"> <input type="checkbox"/> Students will work in groups to complete the note catcher through the evaluation and analysis of specific PSD. <input type="checkbox"/> Exit Slip - 15 minutes <ul style="list-style-type: none"> <input type="checkbox"/> How and where do you see any of the elements from O'Brien's <i>The Things They Carried</i> in the wars in Iraq and Afghanistan? <input type="checkbox"/> What consequences and/or legacies of the Vietnam War can be applied to Americans today?
Activity/Strategy	Texts and Resources	Instructional Notes (including Sequencing & Scaffolding (Module 8), formative assessments (Module 6), integrated literacy lessons (Module 9), and days that target vocabulary (Module 9))
<p>Assessment</p> <p>Day(s) ___1___:</p> <p>Activities/Strategies:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Vietnam War Assessment <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7THQ3X3Z5VndjUzQ <input type="checkbox"/> Performance Task Rubric and Assessment for Peer and Teacher Review <ul style="list-style-type: none"> <input type="checkbox"/> https://drive.google.com/open?id=0Bz9G3jOneHF7QXpXWmxqX2lrLWs 	<p>Assessment/ Performance Task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vietnam War Assessment - TBD <input type="checkbox"/> Performance Task Presentations and Peer Review - TBD

Vocabulary Words to Practice CODE Strategy (Module 9)

Targeted Academic Vocabulary (Tier II and Tier III):

- These words will be addressed on Day #2 of my unit:**
 - Ho Chi Minh
 - National liberation Front/VietCong
 - Gulf of Tonkin Resolution
 - Ngo Dinh Diem
 - Operation Rolling Thunder

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Connect	One of the goals in my building this year is the utilization of Word Walls. Each day in which I teach vocabulary will result in words being added to the Word Wall. These are words that I will identify to the students at the beginning of the class period by writing on notecards and identifying as words which will be emphasized during the PSD analysis for the day. Students will brainstorm prior knowledge and predict their connections to today's topic and daily lesson and objective. Students will also be required to provide annotated bibliography information which connects the vocabulary word with PSD and DBQ presented in the class.
Organize	Throughout the PSD analysis, students will reference the vocabulary words in discussion and reflection questions. Students will be expected to highlight/underline/circle the day's vocabulary words as they are encountered in the PSD analysis and/or utilized in their reflection questions and class/small group discussions.
Deep Process	Students will complete a vocabulary matrix (link to vocabulary matrix - https://drive.google.com/open?id=0Bz9G3jOneHF7X2ZsYUjTMM1dWs) for each vocabulary word. My students have been utilizing this strategy throughout the year and are very comfortable with my expectations and standards associated with this strategy. Students will file these in their INB.
Exercise	Vocabulary words will be utilized in Bell Ringers and Exit Slips throughout the unit. Students can choose a word from the Word Wall and present matrix information to the class; students will utilize a variety of vocabulary words throughout the unit in writing assignments; students complete a word grouping activity after vocabulary instruction has been completed.

Close Reading Activity (Module 7)	
When will the close reading activity occur in the unit?	
Day #4	
<p>Text Excerpt <i>The Things They Carried</i> by Tim O'Brien Pg. 22-27 - "Spin"</p> <p>The war wasn't all terror and violence.</p> <p>Sometimes things could almost get sweet. For instance, I remember a little boy with a plastic leg. I remember how he hopped over to Azar and asked for a chocolate bar—"GI number one," the kid said—and Azar laughed and handed over the chocolate. When the boy hopped away, Azar clucked his tongue and said, "War's a b----." He shook his head sadly. "One leg, for Chrissake. Some poor ----er ran out of ammo."</p> <p>I remember Mitchell Sanders sitting quietly in the shade of an old banyan tree. He was using a thumbnail to pry off the body lice, working slowly, carefully depositing the lice in a blue USO envelope. His eyes were tired. It had been a long two weeks in the bush. After an hour or so he sealed up the envelope, wrote FREE in the upper right-hand corner, and addressed it to his draft board in Ohio.</p>	<p style="text-align: center;">Text-Dependent Questions</p> <ol style="list-style-type: none"> 1. How does the author show that part of Azar's character is kind and loving? 2. How did the "old poppa-san" help the platoon? What was his special skill? 3. How does Norman Bowker's wish reflect his character and/or personality? 4. In what way does Kiowa's rain dance fail? 5. How is Azar's treatment of Ted Lavender's puppy an indicator of the trauma in Azar's life? 6. How is this story structured? What can you say about all these short sections? 7. Norman Bowker and Henry Dobbins played checkers almost every evening. It was a ritual that many of the soldiers would

On occasions the war was like a Ping-Pong ball. You could put fancy spin on it, you could make it dance.

I remember Norman Bowker and Henry Dobbins playing checkers every evening before dark. It was a ritual for them. They would dig a foxhole and get the board out and play long, silent games as the sky went from pink to purple. The rest of us would sometimes stop by to watch. There was something restful about it, something orderly and reassuring. There were red checkers and black checkers. The playing field was laid out in a strict grid, no tunnels or mountains or jungles. You knew where you stood. You knew the score. The pieces were out on the board, the enemy was visible, you could watch the tactics unfolding into larger strategies. There was a winner and a loser. There were rules.

I'm forty-three years old, and a writer now, and the war has been over for a long while. Much of it is hard to remember. I sit at this typewriter and stare through my words and watch Kiowa sinking into the deep muck of a ---- field, or Curt Lemon hanging in pieces from a tree, and as I write about these things, the remembering is turned into a kind of rehashing. Kiowa yells at me. Curt Lemon steps from the shade into bright sunlight, his face brown and shining, and then he soars into a tree. The bad stuff never stops happening: it lives in its own dimension, replaying itself over and over.

But the war wasn't all that way.

Like when Ted Lavender went too heavy on the tranquilizers. "How's the war today?" somebody would say, and Ted Lavender would give a soft, spacey smile and say, "Mellow, man. We got ourselves a nice mellow war today."

And like the time we enlisted an old poppa-san to guide us through the minefields out on the Batangan Peninsula. The old guy walked with a limp, slow and stooped over, but he knew where the safe spots were and where you had to be careful and where even if you were careful you could end up like popcorn. He had a tightrope walker's feel for the land beneath him—its surface tension, the give and take of things. Each morning we'd form up in a long column, the old poppa-san out front, and for the whole day we'd troop along after him, tracing his footsteps, playing an exact and ruthless game of follow the leader. Rat Kiley made up a rhyme that caught on, and we'd all be chanting it together: *Step out of line, hit a mine; follow the dink, you're in the pink.* All around us, the place was littered with Bouncing Betties and Toe Poppers and booby-trapped artillery rounds, but in those five days on the Batangan Peninsula nobody got hurt. We all learned to love the old man.

It was a sad scene when the choppers came to take us away. Jimmy Cross gave the old poppa-san a hug. Mitchell Sanders and Lee Strunk loaded him up with boxes of C rations.

sometimes stop by to watch. According to "Spin," how was the Vietnam War NOT like this game of checkers?

8. By its own definition, war is not a time of peace or beauty or serenity; in fact, Walt Whitman stated, "The real war will never get in the books." O'Brien identifies a variety of moments of light-heartedness, humor, and levity in these few pages of "Spin." Recapture 2-3 of these moments utilizing key vocabulary and phrasing, and relate them to Whitman's quotation in a way which either endorses and supports or negates and conflicts .
9. The purpose of stories, according to O'Brien, is "That's what stories are for. Stories are for joining the past to the future. Stories are for those late hours in the night when you can't remember how you got from where you were to where you are. Stories are for eternity, when memory is erased, when there is nothing to remember except the story." What parts of "Spin" demonstrate O'Brien's understanding of the purpose of stories? Be specific in your answer.

There were actually tears in the old guy's eyes. "Follow dink," he said to each of us, "you go pink."

If you weren't humping, you were waiting. I remember the monotony. Digging foxholes. Slapping mosquitoes. The sun and the heat and the endless paddies. Even in the deep bush, where you could die in any number of ways, the war was nakedly and aggressively boring. But it was a strange boredom. It was boredom with a twist, the kind of boredom that caused stomach disorders. You'd be sitting at the top of a high hill, the flat paddies stretching out below, and the day would be calm and hot and utterly vacant, and you'd feel the boredom dripping inside you like a leaky faucet, except it wasn't water, it was a sort of acid, and with each little droplet you'd feel the stuff eating away at important organs. You'd try to relax. You'd uncurl your fists and let your thoughts go. Well, you'd think, this isn't so bad. And right then you'd hear gunfire behind you and your nuts would fly up into your throat and you'd be squealing pig squeals. That kind of boredom.

I feel guilty sometimes. Forty-three years old and I'm still writing war stories. My daughter Kathleen tells me it's an obsession, that I should write about a little girl who finds a million dollars and spends it all on a Shetland pony. In a way, I guess, she's right: I should forget it. But the thing about remembering is that you don't forget. You take your material where you find it, which is in your life, at the intersection of past and present. The memory-traffic feeds into a rotary up on your head, where it goes in circles for a while, then pretty soon imagination flows in and the traffic merges and shoots off down a thousand different streets. As a writer, all you can do is pick a street and go for the ride, putting things down as they come at you. That's the real obsession. All those stories.

Not bloody stories, necessarily. Happy stories, too, and even a few peace stories.

Here's a quick peace story:

A guy goes AWOL. Shacks up in Danang with a Red Cross nurse. It's a great time—the nurse loves him to death—the guy gets whatever he wants whenever he wants it. The war's over, he thinks. Just nookie and new angles. But then one day he rejoins his unit in the bush. Can't wait to get back into action. Finally one of his buddies asks what happened with the nurse, why so hot for combat, and the guy says, "All that peace, man, it felt so good it hurt. I want to hurt it *back*."

I remember Mitchell Sanders smiling as he told me that story. Most of it he made up, I'm sure, but even so it gave me a quick truth-goose. Because it's all relative. You're pinned down in some filthy ---hole of a paddy, getting your delivered to kingdom come, but then for a few seconds everything goes quiet and you look up and see the sun and a

few puffy white clouds, and the immense serenity flashes against your eyeballs—the whole world gets rearranged—and even though you're pinned down by a war you never felt more at peace.

What sticks to memory, often, are those odd little fragments that have no beginning and no end:

Norman Bowker lying on his back one night, watching the stars, then whispering to me, "I'll tell you something, O'Brien. If I could have one wish, anything, I'd wish for my dad to write me a letter and say it's okay if I don't win any medals. That's all my old man talks about, nothing else. How he can't wait to see my god---- medals."

Or Kiowa teaching a rain dance to Rat Kiley and Dave Jensen, the three of them whooping and leaping around barefoot while a bunch of villagers looked on with a mixture of fascination and giggly horror. Afterward, Rat said, "So where's the rain?" and Kiowa said, "The earth is slow, but the buffalo is patient," and Rat thought about it and said, "Yeah, but where's the *rain*?"

Or Ted Lavender adopting an orphan puppy—feeding it from a plastic spoon and carrying it in his rucksack until the day Azar strapped it to a Claymore antipersonnel mine and squeezed the firing device.

The average age in our platoon, I'd guess, was nineteen or twenty, and as a consequence things often took on a curiously playful atmosphere, like a sporting event at some exotic reform school. The competition could be lethal, yet there was a childlike exuberance to it all, lots of pranks and horseplay. Like when Azar blew away Ted Lavender's puppy. "What's everybody so upset about?" Azar said. "I mean, Christ, I'm just a *boy*."

I remember these things, too.

The damp, fungal scent of an empty body bag.

A quarter moon rising over the nighttime paddies.

Henry Dobbins sitting in the twilight, sewing on his new buck-sergeant stripes, quietly singing, "A tisket, a tasket, a green and yellow basket."

A field of elephant grass weighted with wind, bowing under the stir of a helicopter's blades, the grass dark and servile, bending low, but then rising straight again when the chopper went away.

A red clay trail outside the village of My Khe.

A hand grenade.

A slim, dead, dainty young man of about twenty.
 Kiowa saying, "No choice, Tim. What else could you do?"
 Kiowa saying, "Right?"
 Kiowa saying, "Talk to me."

Forty-three years old, and the war occurred half a lifetime ago, and yet the remembering makes it now. And sometimes remembering will lead to a story, which makes it forever. That's what stories are for. Stories are for joining the past to the future. Stories are for those late hours in the night when you can't remember how you got from where you were to where you are. Stories are for eternity, when memory is erased, when there is nothing to remember except the story.

Scaffolds and Extensions (Module 5)

UDL Components:

Principle #1 - Provide Multiple Means of Representation

My unit most accurately reflects Principle #1 through its variety of options available for perception/understanding of information (videos, excerpts of PSD, longer text, audio/visual recordings, music, etc.) along with multiple opportunities to process, visualize, and manipulate information (worksheets, graphic organizers, journal/INB writings, vocabulary development, etc.). My outlook on teaching took a dramatic turn about five years ago after a successful session of professional development regarding these principles. Allowing student choice and option didn't negate my control and focus in the classroom - instead it opened my eyes up to the variety of ways in which students can learn, providing me with different perspectives on the learning as well. I enjoyed watching the interaction of students with different learning styles in my classroom. The transfer of learning from "experts" was enlightening and encouraging.

Support for students who are ELL, have disabilities or read well below grade level text band:

My unit utilizes multiple forms of text, multiple styles and forms for evaluation and analysis, and options to complete the performance task. I am still researching/developing plans for assessment but at this point believe they will be tied into the performance task in some way, ie. DBQ and Essay, or summative assessment with presentation, etc. I am looking at developing a type of "contract" which tracks students from the beginning to the end of the unit. This would provide more of an individualized form of instruction catering to the specific needs, talents, and abilities of each student.

Extensions for advanced students:

My unit utilizes multiple forms of text, multiple styles and forms for evaluation and analysis, and options to complete the performance task. I am still researching/developing plans for assessment but at this point believe they will be tied into the performance task in some way, ie. DBQ and Essay, or summative assessment with presentation, etc. I am looking at developing a type of "contract" which tracks students from the beginning to the end of the unit. This would provide more of an individualized form of instruction catering to the specific needs, talents, and abilities of each student.

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The Vietnam War and the My Lai Massacre. (n.d.). Retrieved December 8, 2015, from http://www.eastconn.org/tah/1112MM2_MyLaiMassacreRoundRobinLesson.pdf

Supplemental Resources - with Internet hyperlinks

Text Annotation Strategy Handout: <http://faculty.catawba.edu/jmbitzer/War/TextAnnotation.pdf>

Cold War Case Study: http://www.upa.pdx.edu/IMS/currentprojects/TAHv3/Curricula/2007_Units/Vietnam_Cold_War_Case_Study_Unit.pdf

Gulf of Tonkin Resolution DBQ Lesson:
<http://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/Gulf%20of%20Tonkin%20Resolution%20Lesson%20Plan.pdf>

The Things They Carried (Tim O'Brien) PDF Text: <https://corysnow.files.wordpress.com/2009/12/ttc-full-text.pdf>

Draft Dodger DBQ Lesson: <https://www.polk-fl.net/staff/teachers/tah/documents/MicrosoftWord-Klippel-DraftDodgerDBQ.pdf>

Nixon/Vietnamization DBQ Lesson: <http://school.discoveryeducation.com/lessonplans/pdf/vietnam/vietnam.pdf>

The Causes of the Vietnam War Article/Handout: <http://www.english.illinois.edu/maps/vietnam/causes.htm>

The Vietnam War and the My Lai Massacre DBQ Lesson: http://www.eastconn.org/tah/1112MM2_MyLaiMassacreRoundRobinLesson.pdf

Vietnam and the War at Home/Protests DBQ Lesson:

https://www.education.uiowa.edu/docs/default-source/teach---social/vietnam_war_protest_primary_documents.pdf?sfvrsn=2