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The Vietnam War:

An Instructional Unit

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Instructional Unit

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Rationale

Since the beginning of time, war has been a predominant feature of any society. War and its consequences seem to be inescapable for any generation. As a result, the concept of war has been a dominant theme throughout literature. The upcoming generation of students has yet to directly experience any long-term war. Therefore, we feel that teaching a unit on the Vietnam War allows an opportunity for the students to explore and experience this aspect of American history through literature and the arts. According to N. Bradley Christie (1989):

among the attractions of teaching the Vietnam War must be students' obvious fascination with the subject and their equally obvious ignorance about it. It has already become a cliché to remark that for this generation of students, especially for high schoolers not even born before the pivotal events of 1968, the Vietnam War might as well be the Peloponnesian War for all they know. p. 35

We have developed this unit in order for students to examine various aspects of the Vietnam War and come to an understanding of the impact it had on today's society. This unit is intended to parallel the students' study of the Vietnam War in their U.S. History class. Studying the war in a language arts class provides students with the opportunity to explore the events surrounding the Vietnam War from a different perspective. As Larry Johannessen (1992) explains, "teaching this literature provides an opportunity for students to study the historical beginnings, the political and military confusion, and the social, economic, and spiritual costs of America's longest and most unpopular war" (p. 4). In addition, this unit will encourage students to think about how the Vietnam War relates to their own lives, and in a broader sense, students may begin to consider some cause and effect relationships and consequences of events in society.

We believe that a study of the Vietnam War literature will be highly interesting and relevant to adolescents. Larry Johannessen (1995) argues, "fiction that focuses on the Vietnam War has tremendous appeal to young people . . . There are several reasons for this popularity: young people are curious about the Vietnam War; the voice of the narrator is very compelling in these books; and many of them focus on adolescent experience" (p. 376) In addition, there are several developmental reasons why the Vietnam War is relevant to high school students. According to Erikson's theories on adolescent development, in late adolescence students age are beginning to formulate a framework for understanding world events and social issues. They are becoming interested in social and political matters and beginning to develop their ethical ideology. Students are also coming to terms with the idea that present actions will result in future consequences, which is directly related to the concept of war (Smagorinsky and Gevinson, 1989, p. 38-45). Studying the literature of the Vietnam War can foster such social, political, and ideological development in a way that is interesting and relevant to students. The Vietnam War literature, much more than other war literature, encompasses the adolescent experience. This is because much of the literature of the Vietnam War is written through the eyes of narrators not much older than our students, which can

allow students to relate to the ideas and themes prevalent in the materials of this unit.

Since we do not wish to approach the Vietnam War with a particular view of the country's conduct, we have chosen several perspective-based areas of focus for our unit. This unit directs attention to the soldier's experience and the home-front experience, and the homecoming. Throughout the unit, we have also incorporated various songs of the Vietnam War. Such categories serve to inform the students of just a few of the aspects of the Vietnam War in a parallel framework. This will allow the students to analyze and compare the different experiences and issues surrounding the Vietnam War. Johannessen (1995) states that "too many of our students seem to believe that because the Vietnam War was fought far from American shores, it had little or no impact at home. Having our students study [these focuses] may help them to understand some of the ways the Vietnam War touched everyone" (p. 375) We have also included the songs of the Vietnam War in this unit, because we believe they are important in helping the students understand the political and controversial nature of the Vietnam War.

In addition to daily activities, the structure of this unit also provides the students with several major writing activities. Each writing assignment is sequenced to coincide with the themes developed in the literature through that section of the unit. In this unit the students will be required to produce three major writing assignments: a daily journal, an analytical essay, and a creative writing piece with an artistic representation.

We have chosen to include a daily journal to allow the students a means of reflection and thought development on the concepts of this unit. According to Peter Smagorinsky (1991), author of *Expressions: Multiple Intelligences in the English Class*, "the proliferation of articles promoting the use of journals indicates that for some people journals are a powerful source of reflection and self-knowledge" (p. 9). The journals will also serve to stimulate writing techniques for the larger writing assignments in this unit. Students should be able to incorporate the contextual and technical knowledge gained through their journal entries into the larger writing assignments.

For the analytic essay, students will interpret a poem or short story that has not been discussed in class. This will allow the students to apply the contextual and technical knowledge gained through the unit's readings and activities. In their book, *Inside/Out*, Kirby and Liner (1988) state, "writing is a way of exploring ideas, of organizing perceptions, of expanding intuitions- including reading experience. And, we need to make more use of this exploratory and clarifying use of language in helping our students understand and relate to what they read" (p. 166).

As a final assessment, the student will write a piece of historical fiction. This will test their knowledge of themes prominent in the unit's literature and the literary techniques found in historical fiction. Peter Smagorinsky (1991) suggests the use of creative writing to "allow student to compose imaginatively to illustrate their comprehension of literature" (p. 9). In addition, Smagorinsky recommends:

Students should be given the opportunities to respond in other ways- through other intelligences- as well. In this way our classes will move closer to being student centered in that they will allow students their best means of expression.

Thus, students whose linguistic intelligence is among the weakest in their repertoire will have other vehicles through which to communicate understanding. p. 5

So, we have included a supplementary activity, in which the students will express their creative writing pieces through an additional mode of their choice.

At the conclusion of this unit, we would like for students to have a better understanding of the events, themes, and consequences of the Vietnam War. The readings and writings of this unit explore the effects that the Vietnam War had on society from multiple perspectives. Through the activities designed for this unit, students will be encouraged to think about the social, political, and ideological aspects of the Vietnam War, and how these themes relate to their own lives. The issues surrounding this particular war are often controversial, but as N. Bradley Christie (1989) explains, "teaching about the Vietnam war is not a matter of wanting to recall all of the pain; it is a matter of needing to remember, of reaching through our pain to have our students see themselves and their world more clearly" (p. 37) Furthermore, Larry Johannessen (1992) argues that "if our goal is to help students understand themselves and the world they live in and to prepare them for the future, then we cannot ignore this important chapter of our literary heritage" (p. 82) Therefore, we have chosen to teach a unit of the Vietnam War as a means of exploring our country's history through various types of historical fiction and the arts.

Objectives

Objective 1:

The students will keep a daily journal responding to questions based on their reading and/or class activities. (20%)

Evaluation Criteria:

- Entry assignments must respond to given topic, but students are free to write additional entries.
- These are informal journals, so grammar and usage are not part of the grade.
- Specific criteria for evaluation of journal entries will be determined by the students.
- Journals will not be accepted late.

After the first week of journal entries, students will work together to determine the criteria for grading journal entries.

See attached students' handout.

Objective 2:

The students will produce an essay which analyzes a piece of Vietnam literature which has not been discussed in class to apply the contextual and technical knowledge gained through the unit's readings and

activities. (25%)

Evaluation Criteria:

-Rough draft which has been peer edited.

-Organization which includes: A clearly stated thesis

An appropriate beginning, middle, and end

Effective topic sentences

-Concrete Detail

The students will use quotations from their chosen story or poem and specific examples to prove their thesis.

-Commentary

The students will provide their own thoughts, responses, and reflections to support their concrete details.

-Innovative Conclusion

The students should provide a conclusion that does more than just repeat the thesis.

-Grammar

The students will display knowledge of correct grammar and usage.

Objective 3:

Students will produce a piece of historical fiction and accompanying artistic representation that displays their knowledge of themes prominent in the unit's literature and the literary techniques found in historical fiction. (30%)

Evaluation Criteria:

-Historical Fiction (60%)

This piece will display knowledge the students' knowledge of description, narrator/ point of view, plot development, and character development learned through the course of the unit.

-Artistic Representation (40%)

This piece will show creativity and reflect some portion of the student's historical fiction piece.

Materials

Short Stories:

"Letters From Home" by Karen Joy Fowler

The Vietnam War:

"The Honored Dead" by Breece D'J Pancake

"Soldier, Soldier" by Judith Roscoe

"The Monument" by Kim Stanley Robinson

"The Day We Named Our Child We Had Fish For Dinner" by Michael Rossman

"The First Clean Act" by Larry Heinemann

"Homecoming" by Shirley Ann Grau

"Don't I Know You" by Tim O'Brien

Poetry:

"Deciding" by Wendy Wilder Larsen and Tran Thi Nga

"Private Rex Jones U.S.M.C." by Bryan Alec Floyd

"Floating Petals" by Jan Berry

"Fragment: 5 September 1967" by W. D. Ehrhart

Novel:

Going After Cacciato by Tim O'Brien

Films:

Vietnam: The War at Home by Catalyst Media; Glen Silver, 1978

Songs:

"Where Have All the Flowers Gone" by Kingston Trio

"Hello Vietnam" by Johnny Wright

"Okie From Muskogee" by Merle Haggard

"Fortunate Son" by Creedence Clearwater Revival

"Give Peace a Chance" by John Lennon

"Merry X-mas (The War is Over)" by John Lennon

"Aquarius" by The 5th Dimension

"San Francisco" by Scott McKenzie

"Get Together" by The Youngbloods

"The Fighting Side of Me" by Merle Haggard

"Dear Uncle Sam" by Loretta Lynn

"Volunteers" by Jefferson Airplane

"Ballad of the Green Berets" by Edwin Starr

Week One: Introductory Activities

Rationale:

Since many students do not know much about the Vietnam War, our introductory activities will provide the background information and sense of reference needed to understand the literature that students will read during this unit. Larry Johannessen (1992) states that "introductory activities help provide a context or connection between students' lives and the literature they are studying, and also help to overcome some of the misconceptions they have about the war" (29).

Objectives:

- Students will work thoughtfully and productively in small groups to orally present researched information.
- Students will obtain background information that will aid them in their understanding of the literature of the Vietnam War.

Day One

Activities:

- Students will understand the structure and requirements of the unit.
- Students will brainstorm prior knowledge of the Vietnam War.

Materials:

Unit Syllabus

Student Calendar

Introductory Assignment Handouts

Teacher Guide for Introductory Activities

Procedures:

Time Activity

10 Introduction:

-The teacher will pass out and explain syllabus and student calendar for the unit on the Vietnam War.

15 Brainstorming Prior Knowledge:

-As a whole class, students will brainstorm information they already know about the Vietnam War, under the following categories:

- a. The war on the home front
- b. The soldier's experience
- c. Songs about the war
- d. The homecoming experience

-The teacher will write the students answers on the board in their specified categories and talk about how the students will be studying these particular topics in the unit.

15 Explanation of Introductory Assignment:

-The teacher will pass out and explain the general directions and rubric for the introduction assignment.

-The students will understand the following information:

- a. The students will need to choose groups of three to four people for a total of seven groups.
- b. Each group will be working on a different topic to present to the class at the end of the week.

15 Begin Introductory Assignment:

-The students will form groups of 3-4 people of their choice.

-The students will be assigned a topic randomly. This will be done when the teacher passes out the directions for each group activity.

-The students will begin brainstorming ideas for their topic for the remainder of the class period.

-The teacher will walk around to each group to ensure that they are clear on their directions for the assignment.

Syllabus: The Vietnam War in Literature and the Arts

11th grade American Literature

Unit Requirements

Journals (20%)- You will be keeping a journal during this unit that will help you to reflect upon issues brought up in class and through your reading. You will be able to draw upon your journal entries to help you in writing your analytical and creative essays. Journals will be written in and outside of class. You will be required to turn in your journals four times during the course of the unit.

Daily Work (15%)- During the course of this unit, you will be participating in several in-class assignments. These assignments will help you to conceptualize and understand the literature we are reading. Included in the daily grade are any quizzes I choose to give.

Class Participation (10%)- During the course of this unit we will be having many class discussions and small group assignments. You are expected to come to class prepared for these activities.

Analytical Essay (25%)- At the midpoint of the unit you will be required to write an in-class analytical essay that reflects your understanding of the themes and issues explored through the literature we will be reading.

Creative Writing/ Artistic Representation: Historical Fiction (30%)- At the end of the unit, you will be writing your own piece of historical fiction and creating an artistic representation of your writing. The assignment will reflect the concepts of good historical fiction studied throughout the course of the unit.

*****All late work will be marked down one letter grade for each day it is late*****

Student Calendar*

Monday

Tuesday

Wednesday

Thursday

Friday

Week 1: Introduction

Begin Small Group Presentations

Small Group Presentations

Homework: Rd. "The First Clean Act"

Week 2:

The Soldier's Experience

Homework: Rd. Private Rex Jones, U.S.M.C.

Homework: Rd. "Floating Petals"

&

"Fragment: 5 September 1967"

Homework: Re-read "Private Rex Jones, U.S.M.C.

Journals Due

Homework: "The Day We Named Our Child We Had Fish For Dinner"

Week 3:

The

Home-front Experience

Homework: Rd. "Letters From Home"

&

"Soldier, Soldier"

Homework: "The Monument"

Homework: Rd. "Homecoming"

Week 4:

The Homecoming Experience / Analytical Essay

Journals Due

Outline and Prewriting for Analytical Essay Due

Rough Drafts for Analytical Essay Due

Peer Edit Forms & Final Drafts for Analytical Essay Due

Week 5:

Songs of the Vietnam Era / Begin Novel

Small Group Presentations

Homework: Chapter 1 of Going After Cacciato by Tim O'Brien

Homework: Chapters 2-8 of Going After Cacciato

Week 6:

Novel

Homework: Chapters 9-13 of Going After Cacciato

Homework: Chapters 14-17 of Going After Cacciato

Homework: Chapters 18-22 of Going After Cacciato

Homework: Chapters 23-26 of Going After Cacciato

Homework: Chapters 27-31 of Going After Cacciato

Week 7:

Novel

Homework: Chapters 32-35 of Going After Cacciato

Homework: Chapters 36-39 of Going After Cacciato

Homework: Chapters 40-43 of Going After Cacciato

Homework: Chapters 44-46 of Going After Cacciato

Journals Due

Week 8:

Final Assessment: Creating Historical Fiction

Homework: Decide on a topic for your historical fiction piece; work on artistic representation

Homework: Write a paragraph explaining your historical fiction piece and artistic representation

Homework: Continue working on artistic representation

Rough Drafts Due

Homework: Continue working on artistic representation

Computer Lab Day

Homework: Everything is due on Monday

*This calendar is subject to changes made by the teacher as needed.

Research Assignment for the Vietnam War Unit

As a group, you will conduct research on the events of the Vietnam War and present your findings to the class (5-10 minutes). The presentation should encompass the major events of the war from start to finish and focus on the involvement of the United States. I recommend a time-line style approach. The presentation should also include a visual aid that is relevant to your presentation. You must also turn in an outline of your findings/presentation. You will be graded on the following criteria:

-Ability to work cooperatively in groups: (10%)

Teacher observations- 5%

Group evaluations- 5%

-Presentation of findings: (65%)

Covers topic-25%

Presented in a logical sequence-25%

Visual's relevance to the topic-10%

Visual displays creativity-5%

-Outlines: (25%)

Turn in on time-5%

Will be carried to at least the second level (I. ® A. ®1. etc.)-10%

Outline and presentation are parallel-10%

*Each student should have an active role in the research and presentation process. Any student not able to work in a productive and cooperative manner will be removed from the group, resulting in a grade of zero for this activity.

Interview Assignment for the Vietnam War Unit

As a group, you will create an interview guide, conduct the interview, and present your findings to the class (five-ten minutes). The interview guide must be approved by me before you conduct the interview. The interviewee need not be someone who fought in the war, but must be a person who was alive and remembers the war. The interview should include questions about what the person was doing before, during, and after of the war, what affects the war had on him/her, and how she/he feels about the war now. The interview can be done face-to-face or conducted over the phone. Your presentation should include a relevant visual aid, and you must turn in an outline of your findings/presentation. You will be graded on the following criteria:

-Ability to work cooperatively in groups: (10%)

Teacher observations- 5%

Group evaluations- 5%

-Presentation of findings: (65%)

Covers topic-25%

Presented in a logical sequence-25%

Visual's relevance to the topic-10%

Visual displays creativity-5%

-Outlines: (25%)

Turn in on time-5%

Will be carried to at least the second level-10%

Outline and presentation are parallel-10%

*Each student should have an active role in the interview and presentation process. Any student not able to work in a productive and cooperative manner will be removed from the group, resulting in a grade of

zero for this activity.

Persuasive Speech Assignment for Vietnam War Unit

As a group, you will be given one of the following topics on which to build a persuasive speech (5-10 minutes). You should research your topic and prepare a speech to persuade your classmates to believe your side of the issue is right. You will turn in an outline of your speech. You also need a visual aid for your speech that is relevant to your issue. Keep in mind that your classmates will vote on which speech is more persuasive.

Topics:

- The United States should not have entered the Vietnam War when they did.
- The United States government was right for entering the Vietnam War when it did.
- The United States government was right to pull out of the Vietnam War when it did.
- The United States government should not have pulled out of the Vietnam War when it did and should have completed the war.

You will be graded on the following criteria:

- Ability to work cooperatively in groups: (10%)

Teacher observations- 5%

Group evaluations- 5%

- Presentation of findings: (65%)

Covers topic-25%

Presented in a logical sequence-25%

Visual's relevance to the topic-10%

Visual displays creativity-5%

- Outlines: (25%)

Turn in on time-5%

Will be carried to at least the second level-10%

Outline and presentation are parallel-10%

*Each student should have an active role in the research and speech preparation process. Any student not able to work in a productive and cooperative manner will be removed from the group, resulting in a grade of zero for this activity.

Introduction Activity- Teacher Guide

In groups, students will conduct interviews, debate major issues, and research the events of the Vietnam War. They will present their findings with visuals and turn in an outline for their presentations. Students will be graded on the following criteria:

-Ability to work cooperatively in groups: (10%)

Teacher observations- 5%

Group evaluations- 5%

-Presentation of findings: (65%)

Covers topic-25%

Presented in a logical sequence-25%

Visual's relevance to the topic-10%

Visual displays creativity-5%

-Outlines: (25%)

Turn in on time-5%

Will be carried to at least the second level-10%

Outline and presentation are parallel-10%

Research group:

Although students should be studying the Vietnam War in history class during this time, we felt it necessary to review the events of the war before beginning our unit. One group of three or four students will research the Vietnam War and present a timeline of the major events from the beginning to the end. The group will have library time to conduct research and class time to prepare their presentations.

Interview groups:

Two groups of three to four students will conduct interviews of someone alive during the Vietnam War. Although the interview need not be of a person that fought in the war, the interviews should concern the person's role in society during the war, the effects of the war, what he/she was doing before and after the war, and how they he/she feels about the war now. Students will have time in class to design the interview and design the presentation of their findings, but the interview will be done on their own time. Students can either meet with the interviewee face-to-face or conduct a phone interview. The interview questions will be reviewed by the teacher prior to the interview.

Persuasive Speeches:

Four groups (group1a, 1b, 2a, and 2b) of three or four students will choose one of the two sides of two issues concerning the Vietnam War. Each group will conduct a persuasive speech on one the following topics:

-The United States should not have entered the Vietnam War when they did.

- The United States government was right for entering the Vietnam War when it did.
- The United States government was right to pull out of the Vietnam War when it did.
- The United States government should not have pull out of the Vietnam War when it did and should have completed the war.

The groups will have library and class time to research the issues and prepare their speeches. After each set of two speeches, the class will vote on which speech was more persuasive.

Each group will give a five-minute presentation of their findings including a relevant visual aid. Each student will also complete an evaluation of his or her group.

Day Two

Activities:

-In small groups, the students will conduct research on a specific topic through the use of the library and its various resources including, but not limited to, dictionaries, encyclopedias, standard reference materials, and the Internet.

Procedures:

Time Activity

5-10 -The students will meet in the classroom and then proceed to the library as a group.

50 Library Time:

- The students will work quietly in small groups researching their assigned topic.
- The students who are working on opinionnaires will work quietly in their small group compiling and analyzing their data. They may also use this time to research any information they feel pertains to their topic.
- The teacher will move from group to group answering questions and making sure the students are staying on task with their assignment.

Day Three

Activities:

- In small groups, the students will produce written outlines pertaining to their group presentations.
- The students will begin preparation for their presentations.

Procedures:

Time Activity

30 Small Group Work:

- The students will wrap up research and findings.
- The students will work on outlines of their presentations to be turned in at the end of class.
- The teacher will remind students that their outlines are due at the end of the period.
- The teacher will walk around conversing with groups, answering questions, and making sure they are all on task for preparing their presentations.

25 Small Group Work:

- The students will continue working in groups to begin preparing for their presentations (practicing presentations, preparing visual aids, etc.).
- The teacher will use this time to talk to groups about their outlines.

Day Four

Activities:

- The students will work in small groups to finalize their presentation and visual aids.
- The students will begin their presentations to the class.

Materials:

Rubrics for each group

Scissors

Glue

Markers

Colored Pencils

Butcher Paper

The students will be required to bring additional materials required for their specific visual aids, the teacher will provide the materials listed.

Procedures:

Time Activity

30 Small Group Work:

- The students will practice their presentations quietly to plan for time allotment and speaking order.
- The students will finish work on creating their visual aids. The students may leave their visual aids in the classroom until their presentations are over.
- The teacher will meet with each group throughout the period to answer final questions, and if necessary go over changes that need to be made to their outlines.

25 Presentations:

- The small groups will begin their presentations to the class.
- Each student, in the audience, will write down one aspect of the presentation they enjoyed and found informative. The group that is presenting does not have to write down an aspect for their own group.
- The teacher will evaluate each group, as they present their topic, according to the rubric.

Day Five

Activities:

- The students will work in small groups to orally present information from an assigned topic to the class as a whole.

Materials:

Rubrics for each group

Evaluation forms for each individual

Procedures:

Time Activity

45-50 Group Presentations:

- Each group will present their topics to the class. (7 groups/ 5-10 minutes per presentation).
- Each student, in the audience, will write down one aspect of the presentation they enjoyed and found informative. The group that is presenting does not have to write an aspect for their own topic.
- The teacher will evaluate each group, as they present their topic, according to the rubric.

5-10 Evaluations:

- Each student will fill out an evaluation form concerning their small group partners.

Homework: Read the short story "The First Clean Fact" by Larry Heinemann and write

your first journal entry on the following topic: the narrator's voice. How does the narrator 'talk' in this story? How does his style add to or take away from his message?

Small Group Evaluation Form

Name_____ Date_____

Class Period_____ Topic_____

Group Members_____

Part of your grade for your small group presentations is based on the evaluation of your group members. Please answer the following questions honestly. You and the teacher will be the only ones to read the answers to the questions.

1. What part of the group work do you think went the best?

2. What part of the group work do you feel your group struggled with? Why?

3. On a scale of 1-10 (1 being "didn't contribute at all" and 10 being "contributed extensively") please rate your group members on how much you feel they contributed to the production of your presentation (including brainstorming, research, visual aids, outlines, and oral presentations). Please explain your answers.

4. If you were the teacher would you do anything different to this activity to make it better in some way?

Presentation Evaluation Rubric

1. Ability to work cooperatively in groups (10):

a. Teacher observations (5)

= _____

b. Peer evaluation (5)

= _____

2. Presentation of findings (65):

a. Covers topic (25)

= _____

b. Presented in a logical sequence (25)

= _____

c. Visual's relevance to topic (10)

= _____

d. Visual displays creativity (5)

= _____

3. Outlines (25)

a. Turned in on time (5)

= _____

b. Carried to at least the second level (10)

= _____

c. Outline and presentation are parallel (10)

= _____

Total (100) = _____

Week Two: The Soldier's Experience

Rationale:

We are starting this unit with a focus on the soldier's experience, because it is perhaps the most widely known type of literature concerning the Vietnam War. It is important for students to comprehend what it meant to live and fight in Vietnam during the war. Therefore, we think the most logical place to start a unit on the Vietnam War is with the soldiers' experience.

Objectives:

- Students will study short stories and poetry concerning the soldier's experience of the Vietnam War.
- Students will examine topics of narrator voice, Vietnam War lexicon, and imagery in their readings and how these literary aspects add to the overall meaning of the works.
- Students will define criteria for evaluating unit journals.

Day One

Activities:

- Students will work in small groups to determine the plot and the overall meaning of the short story, "The First Clean Act."

Materials:

"The First Clean Act" by Larry Heinemann

Procedures:

Time Activity

20 -The teacher or volunteers from the class will read the story, "The First

Clean Act" by Larry Heinemann. (Although the students read this story for homework, we thought it was important for them to 'hear' it as well.)

35 Small Group Work:

- The students will form eight groups of three or four students each.
- The teacher will assign each group one of the four sections of the story.

Each section should be assigned to two groups.

- The students will work together to re-write the story in "layman's" terms.

Homework: Read "Private Rex Jones, U.S.M.C." by Bryan Alec Floyd and do a journal entry on the following topic: What has happened here? How is it ironic? How does the narrator feel about the boy's death? How can you tell? How does it make you feel?

Day Two

Activities:

- Students will discuss the overall plot and meaning of the short story, "The First Clean Act."
- Students will discuss the narrator's voice, language, and writing style of the short story.
- Students will do a short writing assignment in which they mimic Heinemann's style and reflect on some event in their own lives.

Materials:

"The First Clean Act" by Larry Heinemann

Procedures:

Time Activity

15 Re-writes Report:

- Groups from yesterday's activity will read their re-writes to the class.
- The students will compare and discuss the differences in same-section re-writes.

30 Class Discussion:

- The students will discuss the short story as a whole, the narrator's voice, and the effect of the language

on the overall meaning.

-If needed, the teacher will facilitate discussion with the following questions:

What is the narrator talking about in this short story?

What is he describing?

How does he feel about being in Vietnam? How can you tell he feels that way?

Why kind of person does the narrator seem to be? Why does he talk the way he does? What does that tell us about him and his feelings?

How would the story be different if he wrote it in "layman's" terms? Would that change the meaning? Why or why not?

What tone does his style produce? How does this tone relate to the meaning of the story? How would you describe his style of writing to someone who hasn't read the story?

10 Quick Write:

-The students will do a quick write trying to imitate Heinemann's style in the story "The First Clean Fact." Although they are free to write on any event, a prompt for those that can't think of anything could be: "Let's begin with the first clean fact, James: This ain't no teen saga . . ."

Homework: Read the poems "Floating Petals" by Jan Berry and "Fragment: 5 September 1967" by W. D. Ehrhart.

Day Three

Activities:

-Students will read the poems "Floating Petals" and "Fragment: 5 September 1967" and discuss the overall meanings and themes.

-Students will explore the imagery of Vietnam War poetry.

Materials:

"Floating Petals" by Jan Berry

"Fragment: 5 September 1967" by W. D. Ehrhart

Procedures:

Time Activity

10 Reading Quiz:

-The students will write a summary and description of the poems they read for homework.

20 Discussion:

-The teacher or student volunteers will read the poem "Floating Petals."

-The class will discuss the poem's overall meaning and themes.

-If needed, the teacher will facilitate discussion with the following questions:

What is the poet describing in this poem?

What do you visualize when you hear this poem?

On one level, we have a poem about plants. What has happened to the plants? What words tip you off to this?

Do you think the poet is using the plants to describe something else? What is this "other thing"?

What message do you think the poet is trying to make?

What is the tone of the poem? What kind of picture does the poem paint?

So then, what is the 'theme' of the poem?

25 Discussion:

-The teacher or student volunteers will read the poem "Fragment: 5 September 1967"

-The students will discuss the overall meaning and theme of the poem.

-If needed, the teacher will facilitate discussion with the following questions:

What is happening in this poem?

What do you visualize when you hear this poem?

In the first stanza the poet uses a metaphor. What is the image?

What does this image stand for?

In the last stanza, the poet uses the phrases "youthful dreams,"

"innocence," and "no future to believe in." What does this

mean? What is the message here? Why is there "no

innocence" and "no future to believe in?"

What is the tone of this poem? What emotion does it evoke?

What words in the poem make you feel this way?

What is the poet trying to tell us here? How does he feel about the Vietnam War? How can you tell this?

So, what is the theme?

Homework: Read "Private Rex Jones U.S.M.C." again. Write a journal entry about the theme of the poem. What is the poet saying about the war? Use specific examples from the poem to back up your argument.

Day Four

Activities:

-In small groups, students will explore the imagery in the poems they have read this week.

Materials:

"Private Rex Jones U.S.M.C." by Bryan Alec Floyd

"Floating Petals" by Jan Berry

"Fragment: 5 September 1967" by W. D. Ehrhart

Procedures:

Time Activities

10 Review of Imagery:

-The teacher will review the concept of imagery in poetry.

20 Small Group Work:

-In small groups, students will chose one of the three poems they have read this week and find the imagery in the poem.

-The students will make a list of the imagery and what it describes.

-The students will use their imagery list to relate the images to the theme.

10 Whole Class Discussion:

-Each group will explain the imagery they found in their poems to the whole class.

15 Individual Work:

-The students will use the remaining class time to work individually on a representation of their poem.

Instructions: Using the poem you discussed in your group, I want you to make something that represents the imagery of the poem. You can do a drawing, write another poem, write a song, make a 3-D structure, or anything else you can think of. Your representation should show that you understand the imagery in the poem, but it is up to you how you do that. You will finish this for homework, and we will share them in class tomorrow.

Homework: Finish your representations and be prepared to show them to the class tomorrow.

Teacher should collect the students' journals to prepare for tomorrow's activity.

Day Five

Activities:

-Students will listen to music of the Vietnam War concerning the soldier's experience and discuss it in their journals.

-Students will share their imagery representations.

-Students will define criteria for evaluating unit journals.

Materials:

An example of a good and bad journal entry for each group (to be taken from the students journals this week)

Tape player

Tape of "Battle of the Green Berets" by Barry Sadler

Procedure:

Time Activity

10 Music:

-Students will listen to the song "Battle of the Green Berets" by Barry Sadler and write their thoughts about it in a journal entry.

10 Showing of Imagery Representations (homework assignment):

-The students will show the class what they made to represent the imagery in their chosen poems. This is voluntary, and students will not be forced to share with the class if they do not wish to do so.

5 Explanation of Activity:

-The teacher will hand out instructions for the unit journal (which includes instructions for the small group activity) and explain.

15 Small Group Work:

-The teacher will give each group an example of a bad and a good journal entry.

-The students will follow the directions for reviewing the journal entries and form a list of criteria for evaluating journal entries.

15 Whole Class Discussion:

-Each group will suggest criteria for evaluating the journals, and then the whole class will discuss them.

-The teacher will keep note of each suggestion and facilitate class discussion on them.

-When the class seems to have finished discussion, they will vote on each of the criteria.

Based on these criteria, the teacher will form a rubric to be distributed to the students.

Homework: Students will read "The Day We Named Our Child We Had Fish For Dinner" by Michael Rossman and do a journal entry on the following topic:

What was the narrator's role in the Vietnam War and how does he express his feeling about the war?

Vietnam War Unit Journals

During the course of this unit, you will be expected to keep a daily journal. The journal will be used to respond to assigned questions about the readings or class activities, and they serve the broader purpose of tracking your learning progress through the course of the unit.

-Journal writings will either be assigned as homework, or they will be done during specified class time.

-Journal entries must respond to given topic, but feel free to add additional comments pertaining to the unit.

- Always remember to date your journal entry, and write the topic on the first line.
- These are informal writings, so grammar and usage will not be part of the grade.
- The journal will be worth 20% of the final unit grade.
- Journals will be graded down a letter grade for each day they are late.

Class Determined Criteria for Evaluation:

- In your groups, review the three sample journal entries I have provided.
- Group the sample entries from best to worst.
- Write down three reasons why the best one is the best.
- Discuss what the criteria for evaluating journals should be and be ready to suggest criteria to the class.

After group work, we will come back together as a class and choose our evaluation criteria.

Week Three: The Home-front Experience

Rationale:

The experience on the home-front is in many ways just as important as the war was in Vietnam. According to Larry Johannessen (1992) "the problem for many students is that their knowledge of events that took place at home during the Vietnam era is as poor, if not poorer, than their knowledge of the war in Vietnam" (p. 53) Therefore, by acknowledging the war at home in the literature we study, the students will gain a better understanding of the war as a whole.

Objectives:

- Students will use short stories to examine the effects of the Vietnam War on the home-front.
- Students will explore the effects of the Vietnam War on today's society and their own lives.
- Students will work in small groups to compare and contrast dominant themes of home-front literature.

This week's activities are a modified version of Larry Johannessen's "Activities for Short Stories, On Patrol #5: The War at Home" in his book *Illumination Rounds: Teaching the Literature of the Vietnam War*.

Day One

Activities:

- The class will discuss the overall meaning of the short story, "The Day We Named Our Child We Had Fish For Dinner" focusing on the narrator, the events the narrator describes, and the effects of the events

on the characters in the story.

-Students will begin working in small groups to analyze the themes and aspects of the home-front literature of the Vietnam War.

Materials:

"The Day We Named Our Child We Had Fish For Dinner" by Michael Rossman.

The War At Home: Short Story Charts

"Dear Uncle Sam" by Loretta Lynn

Procedures:

Time Activities

10 -The students will listen to the song "Dear Uncle Sam" by Loretta Lynn and discuss what they think it means in their journals.

15 Discussion of Short Story:

-As a whole class, the students will discuss the overall meaning of the short story "The Day We Named Our Child We Had Fish For Dinner."

-If needed, the teacher will facilitate discussion with the following questions:

What is happening in this story?

From your journals, what do you think the narrator's role is?

How does he feel about the Vietnam War?

How can you tell he feels this way?

How do the other characters feel about the war?

What are the effects of the events in this story on the characters?

20 Small Groups:

-Students will break into small groups and be given the War at Home: Short Story Charts.

-The teacher will explain how to fill out the charts using "The Day We Named Our Child We Had Fish For Dinner."

-Students will then work on finding additional elements of the story to include in the chart.

10 Whole Class Wrap-up:

-The teacher will explain that the students will be using the chart all week to analyze short stories about the home-front experience of the Vietnam War.

-The teacher will facilitate discussion about the additional elements found by the groups for their chart on today's poem.

Homework: Read Karen J. Folwer's "Letters From Home," and Judith Roscoe's "Soldier, Soldier."

The War at Home: Short Story Chart*

War-related events How the characters Effects of war on
described in the story feel about the war individuals, families,
and society

"The Day We Named Our Child We Had Fish For Dinner"

Day Two

Activities:

- Students will review last night's readings in a short compare and contrast journal entry.
- Students will continue to work in small groups to analyze the themes and aspects of the home-front literature of the Vietnam War.

Materials:

"Letters From Home" by Karen J. Fowler

"Soldier, Soldier" by Judith Roscoe

The War At Home: Short Story Charts

Procedures:

Time Activity

15 Journal Entry:

- The students will write an informal journal entry comparing and contrasting the stories that they read for

homework.

20 Group Work:

-The students will work in groups to fill out The War At Home: Short Story Chart for one of the two short stories (to be assigned to each group by the teacher).

20 Whole Class Discussion:

-Each group will explain to the class what they put on their chart and why.

-The students should fill out charts for the story they did not analyze in their group at this point.

-The students will discuss any differences in the charts of groups doing the same story.

Homework: Read "The Monument" by Kim Stanley Robinson and do a journal entry on the following topic: How does this story fit into (or not fit into) the 'mold' of Vietnam War home-front literature that we've been studying (think about your charts)?

The War at Home: Short Story Chart

War-related events How the characters Effects of war on
described in the story feel about the war individuals, families,
and society

"Letters From Home"

"Soldier, Soldier"

Day Three

Activities:

-Students will discuss the overall meaning of the short story "The Monument" focusing on how the story fits into (or doesn't fit into) the 'mold' of the Vietnam War home-front literature that we've studied thus far.

- Students will continue to work in small groups to analyze the themes and aspects of the home-front literature of the Vietnam War.

Materials:

"The Monument" by Kim Stanley Robinson

The War At Home: Short Story Charts

Procedures:

Time Activity

20 Discussion of Short Story:

-The students will discuss the overall meaning of the short story "The Monument" focusing on how the story fits into (or doesn't fit into) the 'mold' of the Vietnam War home-front literature that we've studied

thus far.

-The teacher will facilitate the discussion, if needed, by asking the following questions:

What is happening in this story?

Who thinks that this story fits our 'mold' of home front literature?

Why?

Did anyone argue in their journals that the story doesn't fit the 'mold'?

Has anyone changed their mind about what you wrote in your journal?

How was the narrator in this story affected by the war? How do you know this?

How does the narrator feel about the war? How do you know this?

20 Small Groups:

-The students will work in groups to fill out The War At Home: Short Story Chart for "The Monument."

15 Whole Class Wrap-up:

-Each group will explain to the class what they put on their chart and why.

-The students will discuss any differences in their charts.

Homework: Write a journal entry about the charts you have done this week for the home-front literature. Do you see any themes that are in more than one story? What aspects tie these stories together? Do any of the stories seem to not match with the others? Why? From your charts, what seems to be the 'big picture' of the home-front literature?

The War at Home: Short Story Chart

War-related events How the characters Effects of war on
described in the story feel about the war individuals, families,
and society

"The Monument"

Day Four

Activities:

-Students will work in small groups to analyze dominant themes of the Vietnam War home-front literature.

Materials:

The War at Home: Short Story Charts

The Effects of the War at Home: Group Handouts

Procedures:

Time Activity

15 Class Discussion of Journals:

-The students will brainstorm themes and aspects of home-front literature from their homework journal entries.

-The teacher will keep track of the brainstorming on the board.

-The class will discuss any themes that appear to be dominant and any patterns that seem to have emerged from doing the charts.

30 Small Group Discussions:

-The students will work with their charts in small groups to answer questions about the effects of the war at home.

-The teacher will give a handout to each group to facilitate discussion.

10 Whole Class Discussion:

-The groups will explain their answers to the class (from the Effects of the War at Home: Group Questions).

-The students will discuss any differences in the groups' answers.

Homework: From the stories you have read this week and the charts you have completed, write a journal

entry considering what effects of the war are still with us today.

The Effects of the War at Home

Considering the stories you have read this week and the charts you have completed, answer the following questions. Back-up your answers with specific examples from the stories.

How did the narrators feel about the war in general? Why?

Some of the narrators felt that the war was wrong. Why did they feel this way and what did they do as a result?

Which individuals seem to have suffered the most? Why? *

Are there segments of society that seem to have suffered the effects more than other? How? Why?*

Day Five

Activities:

- Students will watch a film that deals with the Vietnam War home-front issue they have studied in class this week.
- Students will explore some of the issues of the home-front experience from a personal perspective.

Materials:

Film, Vietnam: The War at Home

Journal Assignment Handout

Procedures:

Time Activity

55 Film:

- The teacher will pass out a handout explaining the weekend's journal entry assignment so that the students will know the topics before viewing the film.
- The students will watch part of the film, Vietnam: The War at Home

Homework: Write a journal entry that deals with one of the following topics:

words and images, questions, war and morality, and the costs of war. Also, read "Homecoming" by Shirley Ann Grau.

Thinking About Vietnam: The War at Home*

Select one of the following topics on Vietnam: The War at Home and write a journal entry that answers the questions in the topic you are writing about.

1. Words and Images: Think about the words and images that made the strongest impression on you. Which statement from the film made the strongest impression on you? Why? What do you feel and think about it? Why? Which image from the film made the strongest impression on you? Why? What do you feel and think about it?

2. Questions: To what extent did the film confirm or contradict your own views on the war? In what ways did it confirm or contradict your own views? What questions or problems did the film raise for you? What more would you like to know?

3. War and Morality: This film raises serious questions about the "rightness" or morality of the Vietnam War. Was the war in Vietnam right? Why or why not? If not, under what circumstances would you risk your life in combat for the sake of the nation? If so, under what circumstances might you refuse to risk your life in combat for the sake of the nation?

4. The Costs of War: This film asks us to think about the costs and consequences of the Vietnam War. Which of these do you think are the most serious and/or long-range? Why? What can we do to overcome them?

Week Four: Homecoming and Analytical Essay

Rationale:

Students are often led to believe that coming home from the war is a joyous experience. This section of the unit will allow the students to examine different perspectives of what it was like to return home to an often ungrateful country once the soldier's tour of duty was complete. This section also allows the opportunity to explore the civilians' reactions to the homecoming of their loved ones.

Objectives:

- Students will examine the themes relevant to short stories concerning the homecoming experience of the Vietnam War.
- The students will produce an essay which analyzes a piece of Vietnam literature which has not been discussed in class to apply the contextual and technical knowledge gained through the unit's readings and activities.

Day One

Activities:

- In small groups, students will discuss how the Vietnam War affects the characters in different ways.

Materials:

Short Story: "Homecoming" by Shirley Ann Grau

Procedure:

Time Activity

10 Journals:

-The students will write in their journals on the following topic: Why do you believe Shirley Ann Grau choose to title her short story "Homecoming"?

20-25 Group Discussion:

-The students will be invited to ask any questions they have about the story.

-The students will discuss how the Vietnam War affects the characters differently in the short story "Homecoming."

-If needed, the teacher will facilitate discussion with the following questions:

The following characters will be discussed: Susan

The mother

The women friends

The men friends

Mr. Benson

How does each of the characters react to the idea of war?

How does each of the characters react to the idea of death?

How does Harold's death affect each of the characters?

How does each of the characters' feelings about war and death affect Susan?

Why do the characters talk so much about the past?

How are the mother and Susan the same? Different?

What do you think the theme of this story is?

10 Group Discussion:

-The students will discuss the answers to the day's journal question: Why do you think the author chose to name her short story, "Homecoming"?

10 Silent Reading:

-The students will silently read the short story, "Don't I Know You" by Tim O'Brien

Day Two

Activities:

- The students will listen to music of the Vietnam War era and discuss it in their journals.
- The students will consider the narrator in Tim O'Brien's story, "Don't I Know You?"
- In small groups, students will discuss the overall meanings and themes of homecoming short stories.
- Students will be introduced to and begin prewriting on their analytical essays.

Materials:

Tape Player

Tape of "Merry X-mas (The War is Over)" by John Lennon

"Homecoming" by Shirley Ann Grau

"Don't I Know You" by Tim O'Brien

Analytical Essay Handout

Procedures:

Time Activity

10 Music:

- Students will listen to the song "Merry X-mas (The War is Over)" by John Lennon and write their thoughts about it in a journal entry.

15 Group Discussion:

- The students will compare and contrast the two short stories "Homecoming" and "Don't I Know You":

How do these stories portray coming home from the Vietnam War?

How do Susan and the narrator of DIKY feel about the world around them? (They feel a fakeness in the world.)

How did the war change the characters?

30 Analytical Essay Introduction:

- The teacher will pass out and explain the directions for the analytical essay.
- The students will choose and perform a prewriting activity. They must choose one of the following: brainstorming, jotting, clustering, or webbing.
- The teacher will walk around the room conversing with students and helping them when needed.

Homework: Finish prewriting activity and develop an outline of your essay. Outline should be to at least the second degree (I.® A. ® 1.).

The teacher will collect journals for evaluation.

Analytical Essay Assignment

Directions: Choose one of the following selections of writings on the Vietnam War to use in the development of an analytical essay. In the essay you will be required to use at least four quotes from the work you choose. The quotes should never be used in isolation; each one should be explained to justify its inclusion in the essay. The essay must be 3-5 pages in length. Your brainstorming (pre-writing) and outline will be checked at the beginning of the period on _____. The brainstorming and outline assignments will count as a daily grades. Rough drafts will be checked at the beginning of the period on _____. Final drafts will be turned in at the beginning of the period on _____.

You will choose one of the following works:

- "Deciding" by Wendy Wilder Larsen and Tran Thi Nga (poem)
- "The Honored Dead" by Breece D'J Pancake (short story)
- "The Fifth of July" by Lanford Wilson (excerpt from a play)

You will need to write about the following aspects of your chosen piece:

- Discuss the dominate theme(s) of the selection.
- Discuss the literary aspects of the selection which add to its overall meaning.
- Discuss how the selection fits into the experience of the Vietnam War.

Reminders on 'Form' for an Essay

Important Rules to Remember in Formal Writing

Organization

Thesis Statement The last sentence in the introduction; states the overall idea of the entire essay.

Topic Sentence The first sentence in each body paragraph; states the main idea of the paragraph.

Conclusion Begins with the thesis reworded and then summarizes the main point of the essay.

Format

Remember to: Skip every other line

Write on the front of the paper only

Write your final draft in ink

Place an essay title on the first page

Mechanics

Never use first or second person unless you are quoting a source.

1st person: I, me, my, our, ours, us, we, ourselves, myself, mine

2nd person: you, yours, yourself

Never refer to the actual writing of your paper, such as:

-In this paper... -This paper will show...

-In my paper... -This essay is about...

DO NOT:

-start a paper with and, or, or but.

-use contractions

-use abbreviations

-use symbols in place of words (example: '&' instead of 'and').

Quoting:

-When quoting a source, remember to site the source with the page number in parenthesis, such as: (p. 125).

-You may also paraphrase. Paraphrasing is putting the ideas of the author into your own words. You must still place the page number of the source in parenthesis after the paraphrase.

Essay Rubric

1. Rough Draft:

A. Turned in on time and complete (5)

= _____

B. Peer edit handout complete (5)

= _____

2. Final Draft:

A. Organization (15)

This includes a thesis, appropriate beginning, middle, and end, and effective topic sentences.

= _____

B. Concrete Detail (25)

Use quotations from your chosen story or poem and specific examples which prove your thesis.

= _____

C. Commentary (25)

Your own thoughts, responses, and reflections to support your concrete detail.

= _____

D. Innovative Conclusion (10)

Your conclusion should do more than just repeat the thesis.

= _____

E. Grammar, Usage, and Mechanics (15)

= _____

Total (100) = _____

Day Three

Activities:

-Students will work on rough drafts for analytical essay.

Procedure:

Time Activity

20 Small Groups:

- The students will work in small groups to check each other's outlines.
- The students should offer one another some suggestions as to how to make the outlines more complete (write in margins on peer's outlines).

20 Individual Guided Work:

- The teacher will guide the students through this part of the writing process:

We will be working with your outlines now. I want you to look at the point you written under your lower case 'a' 'b' and 'c' and find specific references to back up those points from your chosen piece. You can either write down the quotes or paraphrase them. If your point under 'a' 'b' or 'c' cannot be supported in the text, you need to change it so that it can be supported with something specific.

- The teacher will walk around the room and offer individual assistance.

15 Individual Work:

- If the students have finished finding supports for their outline points, they may start working on their rough draft.

Homework: Completed rough drafts will be due at the beginning of class tomorrow.

Day Four

Activities:

- Students will work in small groups to evaluate and edit the work of their peers.

Materials:

Peer Editing Form

Procedures:

Time Activity

20 Peer Editing:

- The teacher will pass out the peer editing form.
- The student will form groups of their choice consisting of two people.
- The students will peer-edit their partner's rough drafts with the editing form they are provided with.

-The teacher will check the students' rough drafts for completion.

35 Essay Writing:

-The students will use peer suggestions to correct errors in their rough drafts.

-The students will begin working on final draft when their rough draft is complete.

Peer Editing Form*

Name_____ Partner's Name_____

Date_____

1. Does the introduction state the purpose of the essay, and include a clear thesis statement?

2. Does each body paragraph have a clear topic sentence?

3. Is there a smooth transition between body paragraphs? Place a star between smooth transitions and a question mark between awkward transitions.

4. Place brackets around sentences that are hard to understand or read.

5. Indicate any mechanical errors, including spelling, punctuation, and grammar.

6. Does the essay reflect the points required in discussion? What can be done to improve clarity and content?

7. Does the essay contain at least four quotes? Underline the quotes.

8. Does the author support his or her quotations?

9. Does the essay contain a clear conclusion without merely restating the thesis?

Day Five

Activities:

-Students will write the final draft of their analytical essays.

Procedures:

Time Activity

55 Essay Completion:

-The students will write the final draft of their analytical essay. The essay is due at the end of the period.

-The teacher will check the peer editing forms for completion.

Week Five: Songs of the Vietnam War / Beginning the Novel

Rationale:

According to George W. Chilcoat and David E. Vocke (1988), "At no time have the impact and importance of popular music as a persuasive technique been greater than when America has been at War" (p. 8). Therefore, we have chosen to include a small group activity which focuses particularly on the various themes and perspectives utilized in the lyrics of songs of the Vietnam War. By allowing the students to analyze the songs they should see that "popular music can be an effective means to examine the various historical and contemporary experiences of American social and cultural life" (Chilcoat & Vocke, 1988, p. 4).

Objectives:

- Students will work productively and thoughtfully in small groups to discuss themes uncovered in music of the Vietnam era.
- Students will be introduced to and begin reading the novel, *Going After Cacciato* by Tim O'Brien.

Day One

Objective:

- The students will understand how songs were an important means of expression during the Vietnam War.
- The students will learn to successfully use their literary analysis strategies to understand the meaning of song lyrics.

Materials:

Tape of and lyrics to "Volunteers" by Jefferson Airplane

Tape player

Procedure:

Time Activity

10 Journals:

- The students will write in their journals on the following topic: What is your favorite song? Why? What is the message of that song? Do you think it has any political, social, or moralistic themes? Do you think there is any relationship between music and current social issues? Why or why not?

15 Brainstorming:

- The students will brainstorm ways in which they feel musical expression was an influential aspect of the Vietnam War. They will use their journals as a source for their brainstorming.
- The teacher will write the students answers on the board.
- After the students have finished brainstorming, they should look at what's written on the board and see if there are any categories apparent. The teacher may suggest some, such as morale, propaganda, protest, support, social/political issues, and encouraged people to get involved, if the students are having difficulty thinking of their own.

10-15 Discussion:

- The students will participate in a short teacher led discussion about why music can be considered an

important aspect of the Vietnam War. The discussion should include the following information:

a. The relevance of the categories they brainstormed under.

Why do you think boosting morale was important?

Why do you think they used song to protest or support the war?

Why do you think music is a good way to encourage people to get involved? (etc..)

b. Music is an outlet of the nation and the Vietnam War deeply affected not only the soldiers, but also the nation as a whole.

c. Music allows people to express their opinion to millions.

-The teacher will ask the students if they can think of any songs that deal with issues of the Vietnam War. If they cannot think of any the teacher will provide the following popular songs (students may or may not recognize): "Where Have All the Flowers Gone?" by Kingston Trio

"Give Peace a Chance" by John Lennon

"San Francisco" by Scott McKenzie

15 Modeling Small Group Activity:

-The teacher will pass out the lyrics to "Volunteers" by Jefferson Airplane.

-The students will listen to a recording of the song and follow along silently with the lyrics.

-The students will then try and decide the answers to the following questions asked by the teacher:

Is the song protesting or supporting the war?

What is the theme of the song?

What is the song protesting or supporting? What issues are brought up in this song?

Does the song have any literary devices in its lyrics? (such as symbolism, imagery, metaphor, simile)

-As the students analyze the song, the teacher will focus on the ideas in the above questions as a means of modeling tomorrow's activity.

Day Two

Objective:

-The students will work productively in small groups in order to analyze and relate to themes and literary

techniques found in song lyrics.

Materials:

Small group assignment directions

Three tape players to be shared by groups.

The recordings and lyrics to:

"Where Have All the Flowers Gone" by Kingston Trio

"Hello Vietnam" by Johnny Wright

"Okie From Muskogee" by Merle Haggard

"Fortunate Son" by Creedence Clearwater Revival

"Aquarius" by The 5th Dimension

"San Francisco" by Scott McKenzie

"Get Together" by Youngbloods

"The Fighting Side of Me" by Merle Haggard

Lyrics worksheet

Procedure:

Time Activity

10 Journals:

-The students will write in their journals on the following topic: Why do you think the musicians chose to write about the war? If you had to write a song about some event in history during your life, what would it be?

10 Small Group Assignment:

-The teacher will pass out and explain the general directions and rubric for the small group assignment on song lyrics of the Vietnam War.

-The students will form small groups of their choice of three to four students for a total of seven groups.

-The teacher will randomly pass out topics, song recordings, lyrics, and tape players to the students once they have formed their small groups. Included with topics will be a worksheet concerning the analysis of the students' lyrics. This worksheet will be due once the group has presented their information the following day.

35 Small Group Work:*

-The students will take turns sharing the tape recorders to listen to their assigned song. While other

students wait for the tape players they should be working on reading and analyzing their song.

-As the students analyze their song they will write down their answers on the worksheet that they will turn in the following day after they use it to give their presentation.

-The teacher will observe and participate in small groups throughout the period.

Music of the Vietnam War: Small Group Assignment

In small groups you will look at and analyze the song assigned to your group. After you listen to the song and read over the lyric you will need to identify and answer the following the following items and questions:

1. Does this song support or protest the Vietnam War?
2. Does your song deal with: promoting morale, getting involved, social issues, political issues?
3. Identify the issues, problems, circumstances, or events presented in your assigned song.
4. Decide what you feel is the main theme(s) in your assigned song. How is this relevant to the Vietnam War?
5. What is the point-of-view of the song? What do you think the singer/song writer thinks about the Vietnam War?
6. Does your song use any literary devices in their lyrics? (symbolism, imagery, metaphor, simile, or other devices).

Your group will be responsible for handing in the answers to these questions tomorrow. Your group will also be responsible of presenting your findings to the class as a whole tomorrow. We will use your findings to compare and contrast the songs analyzed by each group. This activity will be a daily assignment grade.

Your group will be graded on the following:

Written questions (all questions will be answered.

The write up should include specific examples

from the lyrics)....._____/15

Groups work together to analyze the information....._____/5

Presentation (Groups will present the information

about their song that was formulated in small groups....._____/10

Total....._____/30

Day Three

Activities:

-The students will present a logical class discussion concerning the meanings found in the presented song lyrics.

Materials:

Tape recorder

Recordings of each groups' assigned song

Evaluation forms for each group

Procedures:

Time Activity

5 -The students will quickly get into small groups and go over final preparations for the presentations of their songs.

45-50 Presentations:

-The students will present their findings to the class as a whole:

a. Groups will present one at a time.

b. The order of presentations will be determined by their songs in order to parallel groups in point-counter-point fashion of similar issues but different viewpoints. For example, groups the are presenting on songs that deal with the politics of the Vietnam War will present back-to-back.

c. Each group will play the tape of their song and then explain the song to the class based on the information they formulated previously in their small groups.

d. Once both groups for a particular subject have given their presentations, the class will orally compare and contrast the two songs.

Day Four

Activities:

-Student will be able to bring together the issues and themes of the oral presentations to be used effectively in a group discussion.

-Students will be introduced to the novel, *Going After Cacciato* by Tim O'Brien.

Materials:

Tape player

Recorded songs for presentations

Evaluations for presentations

Going After Cacciato by Tim O'Brien

Procedures:

Time Activity

10 Journal:

-The students will write in their journals on the following topic: What type of literary techniques did the musician of your song use to display his/her point?

10-15 -The students will finish up presentations.

5 Small Group Discussions:

-The students will discuss the themes of the songs that were presented and how they parallel each other.

-The students will compare the songs through the information they gained from the presentations as well as the information gained from earlier brainstorming activities on the importance of music as expression in the Vietnam War.

25 Introduction to the Novel:

-The teacher will pass out the novel, *Going After Cacciato*.

-The teacher will review the concepts of character development and plot development.

-The teacher will explain about the flashback sequences that occur in the novel.

-The teacher will explain the next week's journal assignment:

a. The students will each choose one of the following characters to follow the development of: Eddie Lazzutti, Paul Berlin, Oscar Johnson, Stink, Doc Peret, Lt. Corson. The students should write about these characters in their journals after each reading assignment. These journal entries will be used later to aid the students in writing character sketches, which will be turned in as part of their daily grade.

b. The students will write a plot summary after each assigned reading.

-If time remains the students may begin to silently read the novel.

Homework: Read Chapter 1 of the novel.

The teacher should collect journals for evaluation.

Day Five

Activities:

- The students will participate in description in the first chapter of Going After Cacciato.
- The class will continue reading Going After Cacciato out-loud.

Materials:

Going After Cacciato

Procedures:

Time Activity

15 -The students will participate in an in-class discussion concerning the use of description in chapter one of Going After Cacciato. If needed the teacher will facilitate discussion with the following questions:

What is the scene that O'Brien is describing?

What type of place is this?

How do you know?

What words does he use to provide a rich description?

What would it be like if he didn't describe the scene?

40 -The students will take turns reading Going After Cacciato out-loud.

Homework: Finish reading chapters 2-8 of Going After Cacciato. Remember to discuss your character and the plot in your journal.

Weeks Six and Seven: Novel

Rationale:

The last part of this unit consists of reading the novel, Going After Cacciato by Tim O'Brien. This work will bring together the elements of the Vietnam War and historical fiction that we have been discussing throughout the unit. According to N. Bradley Christie (1989), "Tim O'Brien's Going After Cacciato

(1978) demands that students consider what it really meant to live and fight in this war" (p. 36) In addition, this novel will help students understand that "the best Vietnam fictions negotiate the interplay between fact and fiction" (p. 36). This novel has been suggested by Larry Johannessen (1995), Peter Smagorinsky and Steven Gevinson(1989), and N.Bradley Christie (1989) as appropriate for eleventh and twelfth grade students.

Objectives:

- The students will explore the elements of historical fiction in the reading of the novel, *Going After Cacciato* by Tim O'Brien.
- The students will discuss the factual vs. fictional aspects of the novel, *Going After Cacciato*.
- The students will consider the novel in terms of their own lives and beliefs.
- The students will discuss the effects of the war on the characters in the novel *Going After Cacciato*.

Week Six: Day One

Activities:

- The class will discuss the overall meaning of the novel thus far and answer any questions.
- In small groups, the students will discuss the development of their chosen characters thus far.

Materials:

Going After Cacciato

Procedures:

Time Activities

15 -The teacher will allow for students to ask questions concerning the novel thus far.

25 Small Group Work:

- The students will work in groups of three to four of their choice to discuss the development of their chosen characters.
 - a. Group members will read each other's journal entries concerning characters.
 - b. After reading their peer's character analysis, the group member should write a few sentences in the journal concerning their own thoughts about the character.
 - c. Group members should offer strategies for tracking each other's characters better.

15 Whole Class Discussion:

- The students will present their character tracking to the class to facilitate discussion concerning the

major characters in the novel.

Homework: Read chapters 9-13. Remember to continue tracking the plot and your characters in your journals.

Day Two

Activities:

- In small groups, the students will discuss questions concerning the novel thus far.
- The students will read the novel out-loud to aid in comprehension of the flashback scenes.

Materials:

Going After Cacciato

Procedures:

Time Activity

15 Small Groups:

- The students will work in small groups to discuss any questions or problems with the novel thus far.
- They should write down any questions left unresolved, and either ask a nearby group or the teacher.

40 Class Reading and Discussion:

- The students will take turns reading out-loud from Going After Cacciato.
- The students will periodically stop to discuss any flashbacks that occur, and consider what the signals are for such flashbacks.

Homework: Finish reading chapters 14-17 of Going After Cacciato. Remember to continue your journal entries on your character and the plot.

Day Three

Activities:

-The students will discuss any problems and questions with the novel thus far.

-In small groups, the students will discuss their plot summaries of the novel.

Materials:

Going After Cacciato

Procedures:

Time Activities:

15 -The teacher will allow for students to ask questions concerning the novel thus far.

25 Small Group Work:

-The students will form groups of three to four people of their choice to discuss the elements of plot development in the novel Going After Cacciato.

a. The students will read each other's plot summaries.

b. The students will discuss any conflicting information in the journal entries.

15 Whole Class Discussion:

-The students will discuss the plot development of the novel Going After Cacciato.

-If needed, the teacher will facilitate discussion with the following questions:

What were some of the conflicts in plot development you found in reading your group-mates' journals?

Did you come to any conclusions about these conflicts?

Why do you think that the narrator is using the flashback sequences in the development of the plot? What information do the flashback sequences give us?

Who do you think is having the flashbacks and why?

Homework: Read chapters 18-22. Remember to continue your journal entries on your character and the plot.

Day Four

Activities:

-The students will discuss any problems and questions with the novel thus far.

-The students will continue reading the novel, *Going After Cacciato*, out-loud and silently.

Materials:

Going After Cacciato

Procedures:

Time Activity

10-15 -The teacher will allow for students to ask questions concerning the novel thus far.

20 Class Reading and Discussion:

-The students will take turns reading out-loud from *Going After Cacciato*.

-The students will stop periodically to discuss specific aspects of the novel.

20 -The students will continue reading silently for the remainder of the period.

Homework: Finish reading chapters 23-26. Remember to continue your journal entries on your character and the plot.

Day Five

Activities:

-The students will discuss any problems and questions with the novel thus far.

-The students will work individually to create character sketches.

Materials:

Going After Cacciato

Procedures:

Time Activities

10 -The teacher will allow for students to ask questions concerning the novel thus far.

20 -The teacher will briefly model the writing of a character sketch using a volunteer member of the class.

25 -Students will work individually to create character sketches for the characters

that they have been tracking thus far. They should draw on the information in their journal entries to accomplish this.

Homework: Read chapters 27-31. You no longer need to write about you character, but you should continue summarizing the plot in your entries.

Week Seven: Day One

Activities:

- Students will discuss any problems and questions with the novel thus far.
- Students will work in groups to revise each other's character sketches.
- Students will finish their character sketches and share with class.

Materials:

Going After Cacciato

Procedures:

Time Activities

20 Small group work:

- The students will work in groups of three to four people of their choice to peer-edit their character sketches.
- They should suggest ideas for content improvement while noting any mechanical errors.

15-20 -The students will write the final drafts of their character sketches.

25 Whole Class Discussion:

- The students who wish to will take turns reading their character sketches to the class.
- The class will discuss differences in character sketches of the same character.

Teacher will collect character sketches for a daily grade.

Homework: The students will read chapters 32-35 of *Going After Cacciato*. Remember to continue your plot summaries of the chapters.

Day Two

Activities:

- Students will discuss any problems and questions with the novel thus far.
- Students will read the novel out-loud and discuss aspects of the story through that section.

Materials:

Going After Cacciato

Procedures:

Time Activities

15 -The students will discuss any problems and questions with the novel thus far.

40 Class Reading and Discussion:

- The students will take turns reading the novel out-loud.
- The students will stop periodically to discuss aspects of the story through the section. If needed the teacher will facilitate the following questions:

How do you think Cacciato knows that the guys are in trouble?

Do you think that the novel is realistic at this point? If not what do you think is happening here?

Why does the narrator choose to incorporate a flashback into this section of the novel? What are our clues that it is a flashback?

What is the symbolism of the hedges that Paul Berlin describes?

Homework: Read chapters 36-39 of *Going After Cacciato*. Remember to continue plot summaries in your journal entries.

Day Three

Activities:

- Students will discuss any problems and questions with the novel thus far.
- In small groups, students will use their last weeks journal entries to create plot maps of the novel.

-In a whole class discussion, the students will share their plot maps and discuss why they chose what they chose as the important events in the story.

Materials:

Going After Cacciato

Procedures:

Time Activities

10 -The students will discuss any problems and questions with the novel thus far.

30 Small Group Work:

-The students will form small groups of three people of their choice.

-The students will produce plot maps that entail the following:

a. The students should use their journal entries to trace the plot thus far.

b. Along their maps the students should pick several key events in the plot. The students should represent their key points symbolically on their map.

c. The students should discuss why they choose the key events and how they are important to the novel thus far. The students should be prepared to discuss their findings with the whole class.

15 Whole Class Discussion:

-The students will present their maps to the class, discuss their key events, and explain why they chose the symbols they did.

-The class will compare their perceptions of the plot.

Teacher will collect plot maps for a daily grade.

Homework: Chapters 40-43 of Going After Cacciato. No journals tonight.

Day Four

Activities:

-Students will discuss any problems and questions with the novel thus far.

-Students will read the novel out-loud and discuss aspects of the story through that section.

Materials:

Going After Cacciato

Procedures:

Time Activities

15 -The students will discuss any problems and questions with the novel thus far.

40 -Class Reading and Discussion:

-The students will take turns reading the novel out-loud.

-The students will stop periodically to discuss aspects of the story through the section. If needed the teacher will facilitate the following questions:

Why don't Lt. Corson and Sarkin Aung Wan want to participate in the final mission?

Why does Paul Berlin insist that he must participate in the final mission?

Why is Oscar so mad at Paul Berlin?

What is Sarkin Aung Wan's main argument in her speech?

What is Paul Berlin's main argument in his speech?

Who do you think is right? Why?

Homework: Finish Going After Cacciato.

Day Five

Activities:

-Students will discuss any problems and questions with the end of the novel.

-Students will re-visit their character sketches to discuss the evolution of their character from that point of the novel on.

-Students will discuss the stories final twist and how that affects their overall reading of the novel.

Materials:

Going After Cacciato

Procedures:

Time Activities

10 -Students will discuss any problems and questions with the end of the novel.

20 Small Group Discussion:

-The students will form groups of three to four people of their choice.

-In small groups, the students will discuss how their characters changed from the time they wrote the sketches to the end of the novel.

25 Whole Group Discussion:

-The students will discuss the ending of the novel and how the final twist changes their reading of it. If needed, the teacher will facilitate the discussion with the following questions:

What is revealed at the end of the story?

Is there a point in the novel where you realized it was just a dream?

When does the dream begin?

Who is having the dream?

Why do you think O'Brien choose a dream sequence for this novel?

How does finding out it was a dream make you feel about the themes of the story?

Does the fact that it is a dream matter to the message in the story?

Do you think parts of the dream sequence were true (flashbacks)?

Homework: Write in your journal on the following topic: Give your thoughts and feelings about the novel. Give specific reasons why you feel this way.

Week Eight: Final Assessment

Rationale:

As a final assessment, the students will write a piece of historical fiction. This will test their knowledge of themes prominent in the unit's literature and the literary techniques found in historical fiction. Peter Smagorinsky (1991) suggests the use of creative writing to "allow student to compose imaginatively to illustrate their comprehension of literature" (p. 9).

The students will also be producing an artistic representation of their writing into this assessment. The

artistic representation is part of the assessment in order to incorporate multiple intelligence in the classroom, as Smagorinsky recommends:

Students should be given the opportunities to respond in other ways- through other intelligences- as well. In this way our classes will move closer to being student centered in that they will allow students their best means of expression.

Thus, students whose linguistic intelligence is among the weakest in their repertoire will have other vehicles through which to communicate understanding. p. 5

Objectives:

- The students will produce a piece of historical fiction, which displays their knowledge of themes prominent in the unit's literature, and the literary techniques found in historical fiction.
- The students will produce an artistic representation of their choice that reflects their creative writing pieces.

Day One

Activities:

- Students will work individually to pre-write for their historical fiction pieces.
- Students will work in small groups to brainstorm ideas for their historical fiction pieces.

Materials:

Historical fiction assignment handouts

Procedures:

Time Activity

10 Introduction to Assignment:

- The teacher will pass out and explain the handouts concerning the historical fiction assignment.

15 Prewriting:

- The students will pre-write through the following teacher led activity:
 - a. The teacher will ask the students to close their eyes and picture a character from the Vietnam era. The character doesn't necessarily have to be a soldier.
 - b. The teacher will ask the students to think about this person's role in Vietnam, how they feel about Vietnam, and the situation they are in.

c. The teacher will allow silence for a few minutes to allow the students to envision their character and his or her situation.

d. The teacher will ask the students to begin writing about their thoughts and to continue writing for the next 10 minutes.

10 Whole Class Discussion:

-The students will be invited to share their prewriting with the class.

20 Brainstorming:

-The students will form small groups of 3-4 people, or work alone, to brainstorm ideas for their historical fiction pieces.

Homework: You must decide on the topic for your historical fiction and discuss it in your journal.

Historical Fiction Assignment: The Vietnam War

Creative Writing Representation: (60 points)

In this assignment, you will be writing a piece of historical fiction. Your writing will include the aspects of historical fiction, which we discussed in class throughout the unit. These aspects include description, narrator/ point of view, plot development, and character development. You should be able to use your journal entries as reference points for your writing. Your writing can be about any aspect of the Vietnam War that we have discussed in class. Your historical fiction piece will be 5-8 pages long, double spaced, and typed. The draft will be checked on _____. The final draft will be due on _____.

Alternate Representation:* (40 points)

Artists have often created paintings, sculptures, and other art forms in response to literature they have read. For instance, they might paint a scene depicted in a poem, or create a sculpture of a literary character. You now have the opportunity to create some type of artwork, which will reflect your piece of historical fiction. You may use any artistic medium you wish, such as paintings, drawing, collages, dioramas, and photography. You may interpret your writing any ways you wish. Your final artistic representation will be displayed in the classroom. You will be required to submit your plans for my approval on _____.

Rubric for Final Assessment

Written Representation: (60)

1. Content (40)

Reflects the aspects of historical fiction discussed in class.

a. Descriptions (10)

= _____

b. Narrator/Point of View (10)

= _____

c. Plot Development (10)

= _____

d. Character Development (10)

= _____

2. Grammar (20)

Usage and Mechanics

= _____

Artistic Representation: (40)

1. Reflects some portion of your historical fiction piece (25)

= _____

2. Shows creativity (15)

= _____

Total: = _____

Day Two

Activities:

-Students will create a plot outline and a character sketch of their main character.

-Students will begin working on rough drafts.

Procedures:

Time Activity

15-20 Prewriting:

- The students will work on plot outlines and character sketches of their main character.
- The teacher will circulate the room checking ideas and answering questions.

35 Rough Drafts:

- The students will begin writing their rough drafts.
- The teacher will circulate the room answering questions and helping when needed.

Homework: Begin working on your artistic representations. At the beginning of class tomorrow, you will be required to turn a short paragraph explaining your historical fiction piece and telling me what you plan to do as your artistic representation.

Day Three

Activities:

- The students will continue writing rough drafts.

Procedures:

Time Activity

55 Rough Drafts:

- The teacher will collect the homework.
- The students will continue working on their rough drafts.
- The teacher will circulate the room helping students as needed.

Homework: Make sure your rough drafts are finished and continue working on your artistic representation.

Day Four

Activities:

- Students will work in small groups to revise each others' rough drafts.

Materials:

Peer revision handout

Procedures:

Time Activity

55 -The students will work in small groups of three to revise each others' rough drafts following the peer revision handout.

-If the students get done revising early, they may work for the remainder of the period finalizing their rough drafts.

-The teacher will circulate the room checking rough drafts and answering questions when needed.

-The teacher will remind the students they will be meeting in the computer lab tomorrow.

Homework: Continue working on your artistic representation. Be prepared to write your final draft tomorrow.

Peer Revision*

In small groups proofread the creative writing pieces of your groupmates, focusing on how well they incorporate description, narrator/point of view, plot development, and character development. Suggest ways to improve their writing by making comments in the margins of the draft wherever you feel they would be helpful and writing a summary evaluation at the end of each draft you read. Feel free to discuss the piece with the writer and other members of the group.

Day Five

Activities:

-The students will write final drafts in the computer lab.

Procedures:

Time Activity

55 -The students will meet in the computer lab.

-The students will work on typing up their final drafts on the computer.

-The teacher will circulate the room helping when needed.

Homework: The final draft of your historical fiction and your artistic representation will be due Monday.

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* Chart adapted from Larry Johannessen's "Activities for Short Stories, On Patrol #5: The War at Home" in his book *Illumination Rounds: Teaching the Literature of the Vietnam War*.

* Questions taken directly from Larry Johannessen's "Activities for Short Stories, On Patrol #5: The War at Home" in his book *Illumination Rounds: Teaching the Literature of the Vietnam War*.

* Taken directly from Larry Johannessen's "Activities for Short Stories, On Patrol #5: The War at Home" in his book *Illumination Rounds: Teaching the Literature of the Vietnam War*.

* Peer editing form is adapted from Michael H. Graner's "Revision Workshop Checklists" in *English Journal*, March 1987, pg. 40-44.

* Activity adapted from George Chilcoat & David Vocke's "Musical Images of the Vietnam War"

activity.

* Activity adapted from Peter Smagorinsky's "Artistic Response to Literature" activity in *Expressions: Multiple Intelligences in the English Classroom*, p. 56.

* Activity adapted from Peter Smagorinsky's small group revision exercises in *Expressions: Multiple Intelligences in the English Classroom*, pg. 31.

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