

# **“Voices of Vietnam” Lesson Plan**

Episode 2, Part 1 -- African-Americans in the Armed Forces

## **3 CENTRAL HISTORICAL QUESTIONS:**

- What were the challenges to being an African American soldier fighting in Vietnam?
- How did African American soldiers, citizens, and activist groups view the politics of the Vietnam War?
- How did the Vietnam War change the culture of race relations in the U.S. military and in wider society?

## **Content Knowledge:**

### ***Virginia Standards of Learning -- Curriculum Frameworks (2015)***

*-World History II (10th Grade) - Standard WHII.12c*

[\*\(Link to WHII Curriculum Framework\)\*](#)

*-Virginia & U.S. History (11th Grade) - Standards VUS.12c, VUS.12d*

[\*\(Link to VUS Curriculum Framework\)\*](#)

## **Materials:**

- Recording of Episode 2, Part 1: [www.withgoodreasonradio.org/vietnam](http://www.withgoodreasonradio.org/vietnam)
- Display photo on projection screen for “Staging the question” section
- Student Handouts -- Inquiry Guide & related graphic organizers

**Expected length:** Three or more 40-minute class meetings, depending whether you make this a group or individual assignment

## **Teacher plan for instruction:**

- 1) Decide if you want to make this an individual or group activity, or some combination of the two. If you choose “group”, assign each group a different supporting question. When work on the supporting question tasks is complete, each group will have members assigned as “presenters” who will present their findings. Those not presenting must fill out a “listening guide” to record info (not included).
- 2) Instruct students to listen to each source recording and complete the formative tasks, as the IDM blueprint describes. Graphic organizers are provided, if you see the need.
- 3) With the whole class, read and seek clarifying questions on the Summative Performance Tasks: the argument, the extension (you can offer as extra credit or as a substitute for the argument piece), and the “taking informed action” tasks. Circulate as students work to provide one-on-one help with analysis skills and how to fill out graphic organizers and create an editorial.

***\*NOTE ON HOW TO USE: Link in each TASK section will take you to Google Doc version of graphic organizer. Revise or adapt to fit your needs. To revise and edit Google Doc, click “File” and then “Make a Copy”. Relabel and refile as you wish. A copy of all organizers can also be found at the end of the lesson plan.***

## Inquiry Design Model (IDM) Blueprint™ (Click [here](#) for clarifications of each piece)

<b>Compelling Question</b>	Are race relations in the military better than in the rest of American society?		
<b>Standards and Practices</b>	VUS.1a - synthesizing evidence from artifacts and primary and secondary sources to obtain information VUS.1d - constructing arguments, using evidence from multiple sources; VUS.1j - investigating and researching to develop products		
<b>Staging the Question</b>	In partners, small groups, or individually (teacher option) - Discuss how race relations in the military might be better than in the rest of American society, using <a href="#">this photo</a> from the Vietnam War as a conversation starter. (Copy of photo is at the end of this lesson plan.)		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
What were the challenges to being an African American soldier fighting in Vietnam?	How did African American soldiers, citizens, and activist groups view the politics of the Vietnam War?	How did the Vietnam War change the culture of race relations in the U.S. military and in wider society?	
<b>Formative Performance Task 1</b>	<b>Formative Performance Task 2</b>	<b>Formative Performance Task 3</b>	
<p>LIST AND CIRCLE:</p> <p>Make a list of 3 challenges for each clip. After the list is created, circle the challenge from each clip that you find the most difficult.</p> <p><a href="#">-Link</a> to graphic organizer. Copy is at end of this lesson plan and is labelled "Task 1 Organizer".</p>	<p>Q &amp; A:</p> <p>For each clip, write 2 questions that the clip answers, and then write a 1-sentence answer to each question using your own words.</p> <p><a href="#">-Link</a> to graphic organizer. Copy is at end of this lesson plan and is labelled "Task 2 Organizer".</p>	<p>MAIN IDEA &amp; SUPPORTS:</p> <p>For each clip, write a 1-sentence main idea. Then, write 2 supporting details or examples that support the main idea.</p> <p><a href="#">-Link</a> to graphic organizer. Copy is at end of this lesson plan and is labelled "Task 3 Organizer".</p>	
<b>Featured Sources 1</b>	<b>Featured Sources 2</b>	<b>Featured Sources 3</b>	
<p><b>Source A:</b> WGR clip - Speaker: Ron Basham, Vietnam War soldier, <a href="#">Start: 4:39</a>; End: 6:20</p> <p><b>Source B:</b> WGR clip - Speaker: Chris Moore, black Vietnam War soldier, <a href="#">Start: 6:20</a>; End: 7:40</p> <p><b>Source C:</b> WGR clip - Speaker: James E. Westheider, professor and historian, <a href="#">Start: 11:21</a>; End: 13:04</p>	<p><b>Source A:</b> WGR clip - Speaker: Mike Flournoy, Vietnam War soldier, <a href="#">Start: 15:12</a>; End: 17:34</p> <p><b>Source B:</b> WGR clip - Speaker: James E. Westheider, professor and historian, <a href="#">Start: 17:34</a>; End: 19:11</p> <p><b>Source C:</b> WGR clip - Speakers: James E. Westheider, professor and historian &amp; Martin Luther King, Jr., <a href="#">Start: 19:11</a>; End: 21:13</p>	<p><b>Source A:</b> WGR clip - Speaker: James E. Westheider, professor and historian, <a href="#">Start: 25:35</a>; End: 26:18</p> <p><b>Source B:</b> WGR clip - Speaker: Chris Moore, black Vietnam War soldier, <a href="#">Start: 22:33</a>; End: 25:31</p> <p><b>Source C:</b> Outside Web article: <a href="#">"How the Vietnam War Created America's Modern 'white power' Movement"</a>, Sean Illing, Vox Media.</p>	

		<p><b>Source D:</b> WGR clip - Speaker: James E. Westheider, professor and historian, <a href="#">Start: 21:13</a>; End: 22:00</p>
Summative Performance Task	<b>Argument</b>	<p>Are race relations in the military better than in the rest of American society? Construct an argument (e.g., detailed outline, poster, essay) that compares and contrasts race relations in the military during and after the Vietnam War with race relations in the larger American society during and after the war. Use specific claims and relevant evidence from the sources provided, while also acknowledging competing views. You can organize your answer using <a href="#">this evidence chart</a>. A copy is at the end of this lesson plan and is labelled "Evidence Chart".</p>
	<b>Extension</b>	<p>Express the arguments of 3 people in a perspective-taking exercise using the medium of Instagram. Construct an imagined Instagram conversation between 3 people: 2 people from the clips you listened to and an intelligent 10th grader living today. The topic of the conversation is "Are race relations in the military better than in the rest of American society?" Use <a href="#">this Instagram template</a>, if needed.</p>
Taking Informed Action	<p>How can the U.S. military improve race relations today?</p> <p><b>Understand</b> - Investigate current problems with race relations in the U.S. military today. Research to find relevant articles or other media.</p> <p><b>Assess</b> - Examine these problems to search for the root causes of this racism and brainstorm solutions for these problems.</p> <p><b>Act</b> - Write an editorial for the school or local newspaper. Within the editorial, include 2 problems that existed during the Vietnam War (based on your source work), 2 problems that exist today, and 2 possible solutions that you propose. If students need a "how-to" guide and graphic organizer for writing an editorial, show them <a href="#">this web page</a>.</p>	

Ep. 2, Pt. 1  
PHOTO - STAGING THE QUESTION



SOURCE: <https://www.docsteach.org/documents/document/vietnam-marines-m48/295760/1>

## **Task 1 Organizer for LIST AND CIRCLE**

DIRECTIONS: Make a list of 3 challenges for each clip. After the list is created, circle the challenge from each clip that you find the most difficult.

### **SOURCE A CLIP - 3 challenges that you heard:**

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### **SOURCE B CLIP - 3 challenges that you heard:**

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### **SOURCE C CLIP - 3 challenges that you heard:**

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STUDENT HANDOUT - Ep.2, Pt.1

## **Task 2 Organizer for Q & A**

DIRECTIONS: For each clip, write 2 questions that the clip answers, and then write a 1-sentence answer to each question using your own words.

### **SOURCE A CLIP - Create 2 questions, based on clip info.**

QUESTION #1:

QUESTION #2:

ANSWER #1:

ANSWER #2:

### **SOURCE B CLIP - Create 2 questions, based on clip info.**

QUESTION #1:

QUESTION #2:

ANSWER #1:

ANSWER #2:

**SOURCE C CLIP - Create 2 questions, based on clip info.**

QUESTION #1:

QUESTION #2:

ANSWER #1:

ANSWER #2:

**SOURCE D CLIP - Create 2 questions, based on clip info.**

QUESTION #1:

QUESTION #2:

ANSWER #1:

ANSWER #2:

STUDENT HANDOUT - Ep.2, Pt.1

### **Task 3 Organizer for MAIN IDEA & SUPPORTS**

DIRECTIONS: For each clip, write a 1-sentence main idea. Then, write 2 supporting details or examples that support the main idea.

#### **SOURCE A CLIP**

MAIN IDEA SENTENCE:

SUPPORTING DETAIL / EXAMPLE #1:

SUPPORTING DETAIL / EXAMPLE #2:

#### **SOURCE B CLIP**

MAIN IDEA SENTENCE:

SUPPORTING DETAIL / EXAMPLE #1:

SUPPORTING DETAIL / EXAMPLE #2:

#### **SOURCE C CLIP**

MAIN IDEA SENTENCE:

SUPPORTING DETAIL / EXAMPLE #1:

SUPPORTING DETAIL / EXAMPLE #2:

## Evidence Chart

Initial Claim	
What is your opening claim? This claim should appear in the opening section of your argument. Make sure to cite your sources.	
Evidence	
What evidence do you have from the sources you investigated to support your initial claim? Make sure to cite your sources.	

Additional Claims	
What are some additional claims you can make that extend your initial one? Make sure to cite your sources.	
Additional Evidence	
What additional evidence do you have from the sources you investigated that support your additional claims? Make sure to cite your sources.	

### Double Check

What ideas from the sources contradict your claims? Have you forgotten anything? Make sure to cite your sources.

### Pulling It Together

What is your overall understanding of the compelling question? This should be included in your conclusion. Make sure to cite your sources.