

## **“Voices of Vietnam” Lesson Plan**

### Episode 2, Part 2 -- Indigenous Experiences of War

#### **3 CENTRAL HISTORICAL QUESTIONS:**

- How did Native American soldiers fighting in Vietnam overcome the challenges they faced?
- How did U.S. and Montagnard soldiers work together during the Vietnam War?
- What happened to the Montagnards after the Vietnam War ended?

#### 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 2: [www.withgoodreasonradio.org/vietnam](http://www.withgoodreasonradio.org/vietnam)
- Speakers to amplify recordings for class listening session, if needed
- 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 a professional-quality postcard.

***\*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)

<p><b>Compelling Question</b></p>	<p>Are the contributions of indigenous people to the Vietnam War forgotten?</p>		
<p><b>Standards and Practices</b></p>	<p>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</p>		
<p><b>Staging the Question</b></p>	<p>In partners, small groups, or individually (teacher option) - Listen to the clip (<a href="#">Start: 00:10</a>; End: 2:47). As students listen, they should write down 2 facts they hear, 2 comments they have about the information, and 2 questions they have about it. <a href="#">Here</a> is a link to the graphic organizer. A copy of is also at the end of this lesson plan and is labelled "Staging the Question Organizer".</p>		
<p><b>Supporting Question 1</b></p>	<p><b>Supporting Question 2</b></p>	<p><b>Supporting Question 3</b></p>	
<p>How did Native American soldiers fighting in Vietnam overcome the challenges they faced?</p>	<p>How did U.S. and Montagnard soldiers work together during the Vietnam War?</p>	<p>What happened to the Montagnards after the Vietnam War ended?</p>	
<p><b>Formative Performance Task 1</b></p>	<p><b>Formative Performance Task 2</b></p>	<p><b>Formative Performance Task 3</b></p>	
<p><b>Q &amp; A &amp; CIRCLING:</b>                  Answer the questions related to each source clip. Afterward, circle the challenge from each clip that you find the most difficult to overcome.                   -<a href="#">Link</a> to graphic organizer. Copy is at end of this lesson plan and is labelled "Task 1 Organizer".</p>	<p><b>Q &amp; A &amp; SUMMARY:</b>                  Answer the questions related to each source clip. Afterward, answer the summary question that relates to all 3 clips.                   -<a href="#">Link</a> to graphic organizer. Copy is at end of this lesson plan and is labelled "Task 2 Organizer".</p>	<p><b>MAIN IDEA &amp; SUPPORTS:</b>                  For each clip, write a 1-sentence main idea. Then, write 2 supporting details or examples that support the main idea.                   -<a href="#">Link</a> to graphic organizer. Copy is at end of this lesson plan and is labelled "Task 3 Organizer".</p>	
<p><b>Featured Sources 1</b></p>	<p><b>Featured Sources 2</b></p>	<p><b>Featured Sources 3</b></p>	
<p><b>Source A:</b> WGR clip - Speakers: Harvey Pratt, Native American Vietnam War soldier; Herman Viola, author and historian; - <a href="#">Start: 4:45</a>; End: 6:57  <b>Source B:</b> WGR clip - Speakers: Herman Viola, author and historian; Harvey Pratt, Native American Vietnam War soldier - <a href="#">Start: 6:57</a>; End: 8:44  <b>Source C:</b> WGR clip - Speaker: Harvey Pratt, Native American Vietnam War soldier; Herman Viola, author and historian - <a href="#">Start: 8:44</a>; End: 10:16</p>	<p><b>Source A:</b> WGR clip - Speakers: Carlos Messer, Air Force colonel; Rong Nay director of Montagnard Human Rights Organization - <a href="#">Start: 10:26</a>; End: 12:03  <b>Source B:</b> WGR clip - Speakers: Carlos Messer, Air Force colonel, Rong Nay director of Montagnard Human Rights Organization - <a href="#">Start: 13:47</a>; End: 15:10  <b>Source C:</b> WGR clip - Speaker: Larry Murley, Vietnam War soldier and author - <a href="#">Start: 15:11</a>; End: 17:53</p>	<p><b>Source A:</b> WGR clip - Speakers: Carlos Messer, Air Force colonel; Rong Nay director of Montagnard Human Rights Organization - <a href="#">Start: 17:54</a>; End: 18:59  <b>Source B:</b> WGR clip - Speaker: Carlos Messer, Air Force colonel, <a href="#">Start: 18:59</a>; End: 20:24  <b>Source C:</b> WGR clip - Speaker: 22-year-old daughter of Montagnard refugees who fled to U.S., <a href="#">Start: 20:42</a>; End: 22:15</p>	

Summative Performance Task	<b>Argument</b>	Are the contributions of indigenous people to the Vietnam War forgotten? Construct an argument (e.g., detailed outline, poster, essay) that examines how both Native Americans and Montagnards were treated during and after the Vietnam 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 of this chart is at the end of this lesson plan and is labelled “Evidence Chart”.
	<b>Extension</b>	Evaluate the design for the National Native American Veterans Memorial, using <a href="#">this NPR article</a> . First, explain the memorial’s look and meaning. Then, sketch your own version of a Native American veterans memorial, using at least 2 ideas from the clips in this lesson. Use <a href="#">this graphic organizer</a> , if you’d like. A copy is at the end of this lesson plan and is labelled “Extension Organizer.”
Taking Informed Action	<p>How can the contributions of indigenous military veterans be better appreciated?</p> <p><b>Understand</b> - Investigate current and past social and political problems with Native Americans and Montagnards fighting in military conflicts. Research to find 3 relevant articles or other media.</p> <p><b>Assess</b> - Identify three major problems and three solutions to those problems. Use <a href="#">this graphic organizer</a>, if you’d like. A copy of this is at the end of this lesson plan and is labelled “Taking Informed Action Organizer”.</p> <p><b>Act</b> - Design a postcard that will be sent to all Americans. The goal of the postcard is to make Americans more aware of the contributions of indigenous military veterans. On the back of the postcard, write a clear, convincing message that mentions two problems that indigenous military veterans face and also two solutions to these problems. On the front of the postcard, draw an image or images that visually represent your ideas and convince Americans to read your message. Use <a href="#">this blank PDF template</a> as a graphic organizer, if you’d like.</p>	

Source for Inquiry Design Model: C3 Teachers, [c3teachers.org](http://c3teachers.org), Grant, Lee, and Swan, 2014

## **“Staging the Question” Organizer**

DIRECTIONS: As students listen to the clip, they should write down 2 facts they hear, 2 comments they have about the information, and 2 questions they have about it.

### **2 FACTS (statistics, personal stories, etc.)**

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### **2 COMMENTS (opinions you have about what you hear)**

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### **2 QUESTIONS (what you want to know more about, based on what you heard)**

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## **Task 1 Organizer for Q & A & Circling**

DIRECTIONS: Make a list of 3 challenges for each clip. After the list is created, circle the challenge from each source that you think was most difficult for the Native Americans to overcome.

### **SOURCE A CLIP**

**What stereotypes did other Vietnam soldiers have toward Native American soldiers, and how did the Native Americans overcome them?**

*Write 2 stereotypes mentioned:*

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*Write 2 ways they were overcome:*

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### **SOURCE B CLIP**

**What helped Native American soldiers deal with the PTSD that all Vietnam soldiers faced when they returned home? Write 3 specific ways they dealt with it, using ideas from the clip:**

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STUDENT HANDOUT - Ep.2, Pt 2

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

DIRECTIONS: Answer the questions below using the information from the clips.

### **SOURCE A CLIP**

**DIRECTIONS:** First, fill out a profile about the Montagnards, based on the information from the clip. Then, answer the question.

*PROFILE OF MONTAGNARDS:*

-Origin and meaning of "Montagnard":

-Describe where Montagnards lived:

-How other Vietnamese citizens viewed them:

*RONG NAY, MONTAGNARD MAN*

-According to Nay, what makes his culture unique? Write at least 2 sentences:

### **SOURCE B CLIP - Answer the questions, using information from the clip.**

1) **What did the U.S. think of the Montagnards, and why did they think this?** Write at least 2 sentences:

2) **How did the U.S. use the Montagnards during the Vietnam War?** Write at least 2 sentences:

3) **Describe the Montagnards as soldiers.** Write at least 2 sentences:

STUDENT HANDOUT - Ep.2, Pt.2

### **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

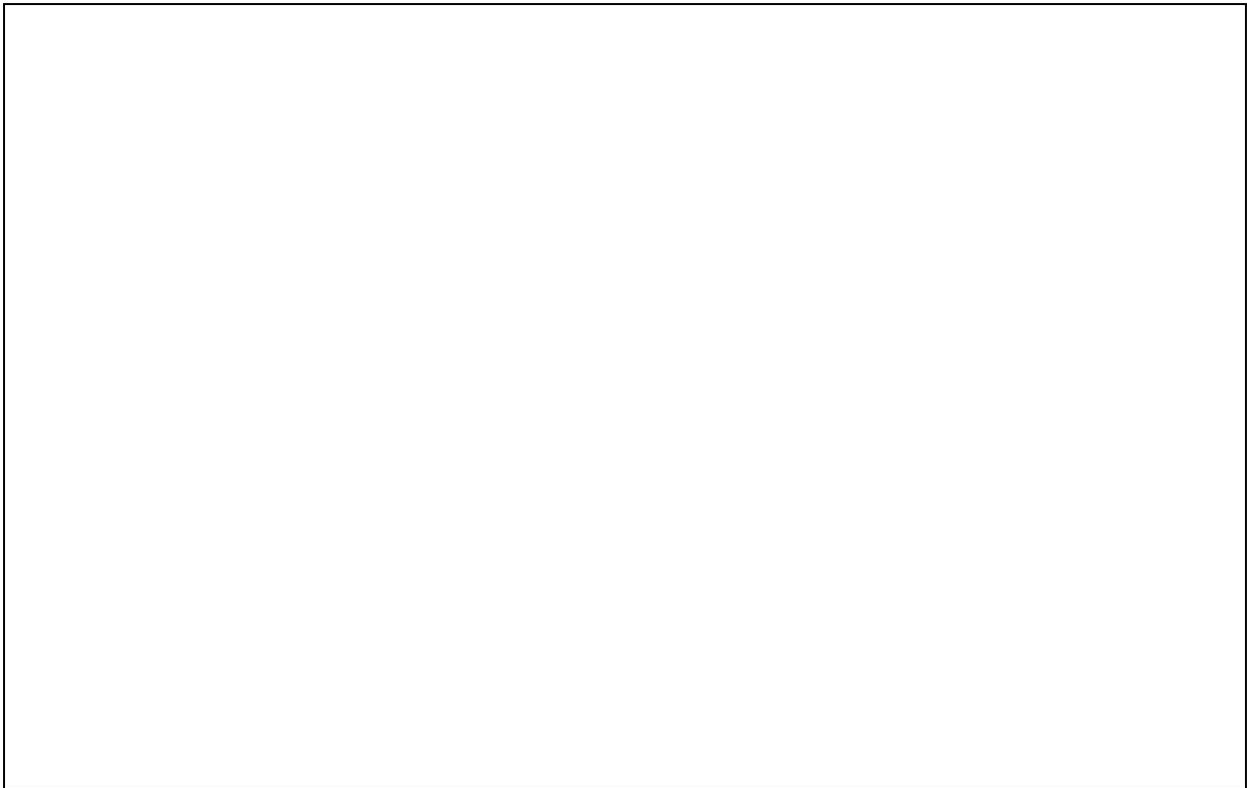
What is your overall understanding of the compelling question? This should be included in your conclusion. Make sure to cite your sources.

## **Extension Organizer**

***PART 1 DIRECTIONS: Answer the questions below using this [article](#).***

- 1) Explain the features of the National Native American Veterans Memorial. What does it look like?
  
  
  
  
  
  
  
  
  
  
- 2) Explain the meaning of the design. What do the features symbolize?

***PART 2 DIRECTIONS: Sketch your own design of a memorial dedicated to indigenous people who are veterans. Use at least 2 ideas from the clips.***



***-IDEA #1 FROM CLIP:***

***-IDEA #2 FROM CLIP:***

STUDENT HANDOUT - Ep.2, Pt.2

## **“Taking Informed Action” Organizer**

***DIRECTIONS: Identify three current and/or past social and political problems with Native Americans and Montagnards fighting in military conflicts. Then, identify three solutions to each of these problems.***

**3 PROBLEMS:**

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**3 SOLUTIONS:**

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