

# “Voices of Vietnam” Lesson Plan

## Episode 3, Part 1 -- Women Who Served

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

- *Why did American women decide to serve in Vietnam?*
- *How were American women treated during their service in Vietnam?*
- *How have American women who served in Vietnam been treated since the 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 3, Part 1: [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 their posters and plan for the “March for Women in the Military” protest.

***\*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>	How can gender inequality impact a country during and after wartime?		
<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) - Read the poem entitled " <a href="#">Angels in Hell</a> ". Then, use <a href="#">this graphic organizer</a> to analyze the poem for meaning. A copy of this organizer is at the end of this lesson and is labelled "Staging the Question Organizer".		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
Why did American women decide to serve in Vietnam?	How were American women treated during their service in Vietnam?	How have American women who served in Vietnam been treated since the war ended?	
<b>Formative Performance Task 1</b>	<b>Formative Performance Task 2</b>	<b>Formative Performance Task 3</b>	
<p><b>MAIN IDEA &amp; SUPPORTS:</b></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. A copy of this organizer is at the end of this lesson plan and is labelled "Task 1 Organizer".</p>	<p><b>DESCRIPTION CHART:</b></p> <p>Summarize in your own words how American women describe the way they were treated while in Vietnam.</p> <p><a href="#">-Link</a> to graphic organizer. A copy of this organizer is at the end of this lesson plan and is labelled "Task 2 Organizer".</p>	<p><b>DESCRIPTION CHART:</b></p> <p>Summarize in your own words how American women describe the way they were treated when they returned home from Vietnam.</p> <p><a href="#">-Link</a> to graphic organizer. A copy of this organizer is at the 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: Barbara Lilly, Red Cross volunteer during Vietnam War - <a href="#">Start: 0:26</a>; End: 2:29</p> <p><b>Source B:</b> WGR clip - Speaker: Ann Kelsey, army librarian during Vietnam War - <a href="#">Start: 2:29</a>; End: 3:16</p> <p><b>Source C:</b> WGR clip - Speaker: Jane McCarthy, nurse during Vietnam War - <a href="#">Start: 3:16</a>; End: 4:34</p>	<p><b>Source A:</b> WGR clip - Speakers: Ann Kelsey, army librarian during Vietnam War; Heather Stur, author and historian - <a href="#">Start: 6:52</a>; End: 9:47</p> <p><b>Source B:</b> WGR clip - Speakers: Jane McCarthy, nurse during Vietnam War; Heather Stur, author and historian - <a href="#">Start: 9:48</a>; End: 13:15</p> <p><b>Source C:</b> WGR clip - Speakers: Barbara Lilly, Red Cross volunteer during Vietnam War; Ann Kelsey, army librarian during Vietnam War; Heather Stur, author and historian - <a href="#">Start: 13:16</a>; End: 16:40</p>	<p><b>Source A:</b> WGR clip - Speaker: Jane McCarthy, nurse during Vietnam War - <a href="#">Start: 16:41</a>; End: 19:17</p> <p><b>Source B:</b> WGR clip - Speakers: Heather Stur, author and historian; Ann Kelsey, army librarian during Vietnam War - <a href="#">Start: 19:54</a>; End: 22:18</p> <p><b>Source C:</b> WGR clip - Speaker: Jane McCarthy, nurse during Vietnam War - <a href="#">Start: 24:52</a>; End: 27:26</p>	

Summative Performance Task	<b>Argument</b>	How can gender inequality impact a country during and after wartime? Construct an argument (e.g., detailed outline, poster, essay) that examines how American women 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 Vietnam Women’s Memorial, using <a href="#">this photo</a> and <a href="#">this article</a> . First, explain the memorial’s look and meaning. Then, sketch your own version of a memorial honoring the women who served in Vietnam, using at least 2 ideas from the clips in this lesson. 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 “Extension Organizer”.
Taking Informed Action	<p>How can the American military improve on the issue of gender equality?</p> <p><b>Understand</b> - Investigate current and past social and political problems involving gender in the U.S. military. Research to find 3 relevant articles or other media. One of the sources must be about the Vietnam War.</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 1”.</p> <p><b>Act</b> - You are helping to organize a protest in Washington, D.C., called “The March for Women in the Military”. The goal of the protest is to fight for more gender equality in the U.S. military and to make Americans more aware of the contributions of women in the military. As a part of your job, you must choose 2 guest speakers who will address the crowd, as well as create 2 protest posters that will be printed and handed out to marchers. Research and choose 2 speakers that you think will be effective. Create 2 persuasive, catchy, and concise protest posters. Explain why you chose the speakers and what each protest poster means. Use <a href="#">this graphic organizer</a>. A copy of this is at the end of this lesson plan and is labelled “Taking Informed Action Organizer 2”.</p>	

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

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

DIRECTIONS: Analyze [the poem](#) by answering the questions from the chart below.

<p><b><u>Author</u></b> Who created this? What do we know about the author? What might influence their opinions?</p>	
<p><b><u>Place</u></b> Where and when was it created?</p>	
<p><b><u>Prior Knowledge</u></b> What do we know about where this was created? What have we learned about this topic that may be relevant?</p>	
<p><b><u>Audience</u></b> Who is the intended audience? How might they receive this? Use quotes from the poem to support your claims.</p>	
<p><b><u>Reason for Creation</u></b> What is the purpose of this document? Support claims with a quote.</p>	

**The Main Idea**

(Support with quotes!)

**Significance**

How does this relate to the big picture? What can it tell us?

## **Task 1 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:

## **Task 2 Organizer for Description Chart**

DIRECTIONS: Use the ideas from each source to fill out the chart.

### **SOURCE A**

	<b><u>Your summary:</u></b>	<b><u>How this impacted American women in Vietnam:</u></b>
<b><u>Description #1:</u></b> Summarize in your own words how the women described their treatment.		
<b><u>Description #2:</u></b> Summarize in your own words how the women described their treatment.		

**SOURCE B**

	<b><u>Your summary:</u></b>	<b><u>How this impacted American women in Vietnam:</u></b>
<b><u>Description #1:</u></b> Summarize in your own words how the women described their treatment.		
<b><u>Description #2:</u></b> Summarize in your own words how the women described their treatment.		

**SOURCE C**

	<b><u>Your summary:</u></b>	<b><u>How this impacted American women in Vietnam:</u></b>
<b><u>Description #1:</u></b> Summarize in your own words how the women described their treatment.		
<b><u>Description #2:</u></b> Summarize in your own words how the women described their treatment.		

### **Task 3 Organizer for Description Chart**

DIRECTIONS: Use the ideas from each source to fill out the chart.

#### **SOURCE A**

	<b><u>Your summary:</u></b>	<b><u>How this impacted American women in Vietnam:</u></b>
<b><u>Description #1:</u></b> Summarize in your own words how the women described their treatment.		
<b><u>Description #2:</u></b> Summarize in your own words how the women described their treatment.		

**SOURCE B**

	<b><u>Your summary:</u></b>	<b><u>How this impacted American women in Vietnam:</u></b>
<b><u>Description #1:</u></b> Summarize in your own words how the women described their treatment.		
<b><u>Description #2:</u></b> Summarize in your own words how the women described their treatment.		

**SOURCE C**

	<b><u>Your summary:</u></b>	<b><u>How this impacted American women in Vietnam:</u></b>
<b><u>Description #1:</u></b> Summarize in your own words how the women described their treatment.		
<b><u>Description #2:</u></b> Summarize in your own words how the women described their treatment.		

## 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 Vietnam Women's 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 the women who served in Vietnam. Use at least 2 ideas from the clips.



**-IDEA #1 FROM CLIP:**

**-IDEA #2 FROM CLIP:**

STUDENT HANDOUT - Ep.3, Pt.1

## **“Taking Informed Action” Organizer 1**

***DIRECTIONS: Identify 3 current and/or past social and political problems with American women in the U.S. military. Then, identify 3 solutions to each of these problems. One of the problems/solutions must be about the Vietnam War. List your sources on page 2.***

3 PROBLEMS:

- 

- 

- 

3 SOLUTIONS:

- 

- 

-

STUDENT HANDOUT - Ep.3, Pt.1

## **“Taking Informed Action” Organizer 2**

***DIRECTIONS: Research and choose 2 speakers that you think will be effective for the protest. Explain why you chose the speakers. Then, create 2 persuasive, catchy, concise protest posters. Explain what each protest poster means.***

2 SPEAKERS YOU CHOSE:

<b>NAME:</b>	<b>WHAT THEY DO FOR A LIVING:</b>	<b>WHY YOU THINK THEY’LL BE EFFECTIVE:</b>

2 POSTERS YOU CREATED:

**POSTER #1: (Write a catchy, short, persuasive slogan. Include at least 1 symbol.)**

Explain what the slogan and symbols mean: