

“Voices of Vietnam” Lesson Plan

Episode 3, Part 2 -- War Wives & Resistance

3 CENTRAL HISTORICAL QUESTIONS:

- How did romantic relationships develop during the Vietnam War?
- How did the wives of prisoners of war in Vietnam fight to bring their husbands home?
- How did American war wives cope with the uncertainty of war?

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 2: 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 how-to guide.

****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)

Compelling Question	Is being a war wife or husband more difficult than being a soldier?	
Standards and Practices	<p>VUS.1a - synthesizing evidence from artifacts and primary and secondary sources to obtain information</p> <p>VUS.1d - constructing arguments, using evidence from multiple sources;</p> <p>VUS.1j - investigating and researching to develop products</p>	
Staging the Question	<p>In partners, small groups, or individually (teacher option) - Use 3 words describe this photo, entitled “Burst of Joy”. Then, use this article to answer the following questions. Use this graphic organizer, if needed. A copy of this organizer is at the end of this lesson plan and is labelled “Staging the Question Organizer”.</p> <ul style="list-style-type: none"> ● What is going on in the moment the photo was taken? ● What happened to the family once the father returned home? ● How was the story of this family similar to the stories of many families during the Vietnam War? 	
Supporting Question 1	Supporting Question 2	Supporting Question 3
How did romantic relationships develop during the Vietnam War?	How did the wives of prisoners of war in Vietnam fight to bring their husbands home?	How did American war wives cope with the uncertainty of war?
Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3
<p>MAIN IDEA & 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>-Link to graphic organizer. A copy of this is at the end of this lesson plan and is labelled “Task 1 Organizer”.</p>	<p>Q & A & SUMMARY:</p> <p>Answer the questions related to each source clip. Afterward, answer the summary question that relates to all 3 clips.</p> <p>-Link to graphic organizer. A copy of this is at the end of this lesson plan and is labelled “Task 2 Organizer”.</p>	<p>MAIN IDEA & 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>-Link to graphic organizer. A copy of this is at the end of this lesson plan and is labelled “Task 3 Organizer”.</p>
Featured Sources 1	Featured Sources 2	Featured Sources 3
<p>Source A: WGR clip - Speaker: Emma Violand Sanchez, educator and wife of deceased Vietnam War soldier - Start: 0:08; End: 2:26</p> <p>Source B: WGR clip - Speaker: Emma Violand Sanchez, educator and wife of deceased Vietnam War soldier - Start: 2:27; End: 4:26</p> <p>Source C: WGR clip - Speaker: Emma Violand Sanchez, educator and wife of deceased Vietnam War soldier - Start: 4:27; End: 7:00</p>	<p>Source A: WGR clip - Speakers: Heath Lee, author and historian; Sybil Stockdale, author and wife of Vietnam War Navy pilot - Start: 7:07; End: 9:28</p> <p>Source B: WGR clip - Speakers: Heath Lee, author and historian; Jessica Frazier, author and historian - Start: 10:34; End: 13:41</p> <p>Source C: WGR clip - Speakers: Heath Lee, author and historian; Jeremiah Denton, soldier - Start: 13:43; End: 15:09</p>	<p>Source A: WGR clip - Speaker: Marian Faye Novak, author and Vietnam War wife - Start: 15:21; End: 18:07</p> <p>Source B: WGR clip - Speaker: Marian Faye Novak, author and Vietnam War wife - Start: 18:08; End: 19:15</p> <p>Source C: WGR clip - Speaker: Marian Faye Novak, author and Vietnam War wife - Start: 19:15; End: 22:37</p>

Summative Performance Task	Argument	<p>Is being a war wife or husband more difficult than being a soldier?</p> <p>Construct an argument (e.g., detailed outline, poster, essay) that examines the challenges faced by American wives of Vietnam war soldiers. Use specific claims and relevant evidence from the sources provided, while also acknowledging competing views. You can organize your answer using this evidence chart. A copy of this chart is at the end of this lesson plan and is labelled "Evidence Chart".</p>
	Extension	<p>Express the perspectives of 4 people in a perspective-taking exercise using the medium of Instagram. Construct an imagined Instagram conversation between 4 people: 3 people from the clips you listened to and an intelligent 10th grader living today. The topic of the conversation is "Is being a war wife or husband more difficult than being a soldier?" Use this Instagram PDF template, if you see the need.</p>
Taking Informed Action	<p>How can the U.S. military improve the plight of military wives and husbands?</p> <p>Understand - Investigate current and past challenges that the wives and husbands of military veterans have had, especially during wartime. Research to find 3 relevant articles or other media. One of the sources must be about the Vietnam War.</p> <p>Assess - Identify three major challenges and three solutions to those challenges. Use this graphic organizer, 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>Act - Create a "how-to" guide for military wives and husbands. The goal of the guide is to help the wives and husbands of U.S. soldiers weather the challenges of having a loved one in a war zone. The guide should have a cover page and 3 advice pages. Each advice page should explain each major challenge and offer a solution to that challenge in an interesting, attention-grabbing way. Use this graphic organizer. A copy of this is at the end of this lesson plan and is labelled "Taking Informed Action Organizer 2".</p>	

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:

STUDENT HANDOUT - Ep.3, Pt 2

Task 2 Organizer for Q & A & Summary

DIRECTIONS: Answer the questions below using the information from the clips. Then, answer the summary question about all three of the clips.

SOURCE A CLIP

- 1) What did most Americans not know was happening?

- 2) How did the government tell most war wives that their husband was a prisoner of war?

- 3) What was Sybil Stockdale the first to do, and what did she do?

SOURCE B CLIP

- 1) What “devil” did the war wives turn to for help?

- 2) What did the “Women Strike for Peace” activist group do in 1965?

- 3) How did the U.S. activist group befriend North Vietnamese women?

- 4) How did the U.S. activist group help the war wives?

- 5) Why were the war wives considered “Jane Bonds”?

SOURCE C CLIP

1) What did Jerry Denton say in his speech?

2) What are the different ways that the war wives responded when their husbands came home?

SUMMARY QUESTION

How did their efforts to bring their prisoner-of-war husbands change the lives of the war wives? *Use at least 1 idea from each clip to answer the question:*

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.

STUDENT HANDOUT - Ep.3, Pt.2

“Taking Informed Action” Organizer 1

DIRECTIONS: Identify 3 current and/or past challenges that the wives and husbands of military veterans have had, especially during wartime. Then, identify 3 solutions to each of these challenges. One of the problems/solutions must be about the Vietnam War. List your sources on page 2.

3 CHALLENGES:

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-

-

3 SOLUTIONS:

-

-

-

STUDENT HANDOUT - Ep.3, Pt.2

Taking Informed Action Organizer 2

COVER PAGE

Must include: attention grabbing title, image or graphic

ADVICE PAGE #1

Must include: attention grabbing title, explanation of challenge, explanation of solution

ADVICE PAGE #2

Must include: attention grabbing title, explanation of challenge, explanation of solution

ADVICE PAGE #3

Must include: attention grabbing title, explanation of challenge, explanation of solution: