**Name of Lesson**: US History & Government Short Essay: *In Country*

Grade Level: High School Subject: US History - 11th grade

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| **Overview & Purpose**  *The purpose of this lesson is practice the analytical skills required of the NYS United States History and Government (framework) Regents exam’s short essay.* | **Standards**  NGLS in History / Social Studies:  WHST:1a-e, 11-12  WHST:7, 11-12  RH:1, 11-12, RH:3, 11-12, RH:4, 11-12, RH:6, 11-12, RH:7, 11-12, RH:9, 11-12 |

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|  | **Explanation** |
| **Objectives:** | Students will be able to gather, interpret and use evidence from two sources of information, to gain a deeper understanding of the Vietnam War.  Students will be able to gather evidence from provided primary sources to develop a historical context from which to understand the time period represented in the documents.  Students will be able to successfully analyze the relationship between the two documents, supporting those conclusions with evidence from both documents, keeping in mind the context of the time period. |
| **Steps:** | **Pre-Reading:**   * Look over the sources of both documents, read available titles, obtain context clues. * Ask each student to write down the time period of the two documents and evidence to support * discuss   **Reading Activity:**   * Students will read through the first document and underline key aspects that indicate the time period in history, making notes to include outside information about the period. * Students will watch the video “In Country,” taking notes about key facts and evidence that help to establish facts about each veteran’s point of view and how those ideas relate to one another. * Decide the “relationship” you will use to analyze the documents: cause and effect, similarity/difference OR Turning point.   **Writing Activity:**   * Students will answer the tasks with text evidence and outside information in a clearly organized, well thought out and supported short essay, maintaining their formal style of writing. * Students will gather evidence from both documents, include outside information to help establish the historical context; including what led to the events that are being discussed. Students should use facts, examples and details to effectively establish a relevant context. * For the second task, students will choose the relationship they will use to analyze the documents with, supporting that analysis with facts, examples and details and developing a logical line of reasoning to present that evidence. * Students will provide a concluding statement that follows from and supports the argument presented, evaluating the significance of the argument being made. |
| **Formal / Informal evaluations** | The teacher will facilitate, observe and assess the work being completed as the students independently gather evidence and write their essays, providing guidance where needed.  The teacher will facilitate discussion, answer questions and lead students to deeper understandings as they pose questions or seek help.  The teacher will assess student writing to determine level of understanding and need for further exposure with the content.  The teacher will assess student writing to determine how well a student identifies, supports and evaluates the significance of the relationship using political, social, economic or geographic lenses, as appropriate. |
| **Materials** | Computers with internet access – access video  Copy of essay with documents  Paper /pencils |
| Additional Notes: |  |