**Name of Lesson**: US History & Government Short Essay: *Looking Back*

Grade Level: High School/ Middle School Subject: US History

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| **Overview & Purpose**  *The purpose of this lesson is to examine the experiences and reflections of the Vietnam Veterans and to use those observations as a way to encourage student self-reflection of their learning and further research of the topic.* | **Standards**  NGLS in History / Social Studies:  WHST:4, 11-12, WHST:5, 11-12, WHST:7, 11-12  RH:1, 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 the reflections of four Vietnam Veterans, to compare and contrast their ideas, evaluating those experiences to create an understanding of the time period.  Students will create a way to reflect on their own learning regarding the Vietnam War era, through research and analysis of evidence from various sources, in order to develop a deeper understanding of the material.  Students will be able to successfully engage with the material and demonstrate their learning through an activity of their choice. |
| **Steps:** | **Pre-Reading:**   * Students will be asked to identify some of the most surprising things they learned about Vietnam within their learning so far * Discuss * Students will then be asked to hypothesize how these Vietnam Veterans feel about their service during this war, and explain why the students feel this might be the case, using evidence from their learning.   **Reading Activity:**   * Students will watch the final video: *Looking Back* * Students will make notes to determine what each of the veterans said   **Writing Activity:**  **Step ONE:**   * Students will identify a similarity or difference in the reflections of the veterans and will give evidence from each to support their analysis to successfully answer the question given.   **Step TWO:**   * Students will read through a list of activities that will assist them in reflecting on the Vietnam War through their own interpretation of the facts they’ve studied, analyzed and written about throughout the mini-unit. * Students can choose from the following activities to demonstrate their learning:  1. Create a protest poster 2. Write a letter to one of the local veterans in the video 3. Find a Vietnam Era song that represents the students’ view on the time period 4. Find a picture from Vietnam that represents the students’ view on the time period  * Students will combine the knowledge they’ve learned with additional research to fully reflect on their learning and the time period. * When they have completed the activity, students will answer a final question:  1. *What have you learned about Vietnam and how did these new understandings help you identify with Vietnam better? Explain with examples, facts and details to support your answer.* |
| **Formal / Informal evaluations** | The teacher will facilitate, observe and assess the work being completed as the students independently gather evidence and create their projects, 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 analysis through the originality of their creations and the level with which the student gathered, interpreted and analyzed facts, details and examples of the Vietnam Era, and how that led to an overall understanding of the time period. |
| **Materials** | Computers with internet access – access video & research  Worksheet with question and choice activities  Appropriate resources to complete the activities; including poster paper and markers, printer, internet, etc. |
| Additional Notes: | This activity is geared to facilitate inquiry based learning for all students. Students should have experience supporting their observations and analysis with text evidence to successfully navigate this activity successfully.  **Differentiation**: beyond scaffolding, literacy strategies, coupled with various ways to demonstrate learning allow all learners to successfully take part in this activity. This lesson is made up of a variety of techniques supported by the Universal Design for Learning including a teaching approach that accommodates the abilities of all learners, a flexible learning environment, and various ways to engage with material and show understanding. |