

Vietnam War

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Standards

IL-ISBE-ELA-CC-2010.K-12.SL.1

Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

IL-ISBE-ELA-CC-2010.K-12.SL.2

Comprehension and Collaboration: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

IL-ISBE-ELA-CC-2010.K-12.SL.4

Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

IL-ISBE-ELA-CC-2010.K-12.SL.5

Presentation of Knowledge and Ideas: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

IL-ISBE-ELA-CC-2010.K-12.W.R.2

Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

IRA.12.2

...adapt instruction to meet the needs of different learners to accomplish different purposes

IRA.14.3

...promote and facilitate teacher- and classroom-based research

Resources

[Library of Congress Website](#)

[Bradley University Teaching Primary Sources Webpage](#)

[National-Louis University Teaching Primary Sources Webpage](#)

Objectives

- SWBAT use the Library of Congress website effectively and efficiently.
- SWBAT recall critical information and events from the Vietnam War.
- SWBAT gather and interpret information from multiple primary sources.
- SWBAT ascertain key knowledge and vocabulary terms from their research material.
- SWBAT cooperate effectively with their partner.
- SWBAT effectively communicate their found information through an oral retelling.
- SWBAT manage their time effectively, completing the assignment in the allotted time.

Materials

- Computers
- Lined paper
- Writing instruments
- Computer paper
- Markers

Procedure

1. Instructor will facilitate an initial KWL chart on a large piece of paper to gauge the student's current knowledge of the Vietnam War.
2. Beginning with K, the instructor will question the students as to what they currently know about the Vietnam War.
 - a. This information should be purely student gathered; the instructor is not to provide any information the student do not yet know.
3. Moving on to the W, the instructor will probe the students for what information they want to know about the Vietnam War.
 - a. Examples might be: What caused the war? What made it different from other wars? How many people fought in the war?
4. The students, now briefed on the information they are looking for, will pair up and begin their researching on the Vietnam War.
 - a. The students will be using the Library of Congress website to find primary sources as the basis for their research and be given 10 minutes of time initially to explore the website for its many useful tools and resources.
 - b. The instructor will further explain to the students that they should find at least 3 different types of primary sources to gather their information from.
5. During their research, the students will be able to print documents they find to be able to critically read them, make notes, and present to the class afterward.
6. The students will have 45 minutes to complete their research on the Vietnam War.
7. After the students have completed the research, the instructor will allow the student 10 additional minutes to look over their material and choose several critical pieces of information that they will present to the class.
 - a. As each student presents, the instructor will record their found information in the L portion of the KWL chart.
 - b. The chart will be posted somewhere in the room for the students to refer back to for future assignments.
8. In a closing discussion of the Vietnam War, the instructor will ask the students for key vocabulary terms they had found in their research.
 - a. These terms will be recorded on the front board for the students to copy down; the terms will be used throughout the remainder of the unit to ensure the students are understanding the material.

Adaptations

For students with hearing impairments, the procedure can be changed to allow students time to create PowerPoint presentations or charts that visually present their information. The hearing impaired students will be able to see and understand the information other students gathered without the need to hear them orally.

For more advanced students, the instructor may give them several "jumping off points" for them to procure more detailed, in-depth research on the subject. The students could also create professional reports as homework to continue their research and ensure proper inclusion of the crucial events during the Vietnam War.

Assessment

Library of Congress - Rubric

	Exceeds (3 pts)	Meets (2 pts)	Falls Below Expectations (1 pt)
Discussion/Grand Conversations	Student engaged in relevant, complex conversation regarding their defined topic with their teammate. Student elaborated on many ideas and topics from their research.	Student engaged in conversation regarding their defined topic with their teammate. Student detailed several ideas and topics from their research.	Student did not engage in relevant conversation. Student presented few ideas and topics from their research.
Presentation	Student created dynamic, organized presentation of topic using several digital resources and visual aids.	Student created relevant presentation of topic using few digital resources and visual aids.	Student created poor presentation of topic using one or no digital resources and visual aids.
Sources	Student found relevant information using at least three different sources. Student listed citations for sources with little or no errors.	Student found information using at least two different sources. Student listed citations for sources with few or several errors.	Student found information using one source. Student listed citation for source with many errors.

Reflection