

## **Fallen Angels: The Vietnam War**

**Teacher:** Adrienne Custer    **Level:** 11<sup>th</sup> Grade    **Approximate Time:** 3 ½ Weeks

### **Background:**

This unit will increase student knowledge of the Vietnam War, along with anti-war movements and protests and other common social issues of the time period, while enhancing their reading, writing, and researching skills. The unit will also emphasize the students' knowledge of literary devices and their analytical thinking skills. The curriculum taught will reinforce concepts that have been previously learned and increase the depth of knowledge. As eleventh grade students, basic skills of understanding the works should already have been taught, leaving this unit to focus on the reinforcement of previously these learned ideas while introducing certain genres. The idea for this unit is an original one, with some activities based on the ideas of others.

### **Alignment to Core Content and Program of Studies:**

#### **Writing and Reading:**

#### **Reading:**

##### **Goal: DEVELOPING AN INITIAL UNDERSTANDING**

Requires readers to consider the text as a whole or in a broader perspective to develop an initial understanding.

- **RD-11-2.1** Students will paraphrase information in a passage. **DOK 2**
- **RD-11-2.2** Students will identify essential information from a passage needed to accomplish a task *DOK 1*
- **RD-11-2.5** Students will interpret concrete or abstract terms using context from the passage. **DOK 2**
- **RD-11-2.7** Students will make inferences, draw conclusions or make generalizations based on evidence from a passage. **DOK 3**

##### **Goal: INTERPRETING TEXT**

Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.

- **RD-11-3.6** Students will analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. **DOK 3**

##### **Goal: DEMONSTRATING A CRITICAL STANCE**

Requires readers to consider the text objectively. It involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of features such as irony, humor, and organization

- **RD-11-5.1** Students will compare and contrast the characteristics of a variety of literary genres. **DOK 3**
- **RD-11-5.2** Students will analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage. **DOK 3**
- **RD-11-5.3** Students will analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language). **DOK 3**

## **Writing:**

**Goal: Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by:**

### **WR-HS-1.1.02**

In Literary Writing,

- Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary, etc.
- Students will apply characteristics of the selected form (e.g., short story, play/script, poem)
- Students will sustain point of view
- Students will sustain a suitable tone or appropriate voice
- Students will apply a fictional perspective in literary writing when appropriate

### **WR-HS-1.1.03**

In Transactive Writing,

- Students will communicate as an informed writer to provide new insight through informing, persuading or analyzing
- Students will develop an effective angle to achieve a justifiable purpose
- Students will justify what the reader should know, do, or believe as a result of reading the piece
- Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech, analytical lab report, historical journal article, literary analysis) for an intentional effect
- Students will sustain a suitable tone
- Students will allow voice to emerge when appropriate

**Goal: Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by**

### **WR-HS-1.2.03**

In Transactive Writing,

- Students will communicate relevant information to clarify and justify a specific purpose
- Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)
- Students will develop explanations to support the writer's purpose
- Students will synthesize research to support ideas when appropriate
- Students will incorporate persuasive techniques (e.g., expert opinion, repetition, rhetorical question, logical/emotional/ethical appeal, allusion) or propaganda techniques (e.g., testimonial, bandwagon, personal attacks) when appropriate

**Goal: Organization: Students will create unity and coherence to accomplish the focused purpose by**

### **WR-HS-2.3.03**

In Transactive Writing,

- Students will establish a context for reading
- Students will apply the accepted format of the genre
- Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose
- Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details to guide the reader
- Students will apply paragraphing effectively
- Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate
- Students will create conclusions effectively

### **Speaking, Listening, Observing**

**Goal:** Speaking, listening and observing are fundamental processes which people use to express, explore and learn about ideas.

#### **EL-11-SLO-S-1**

Students will create oral presentations that

- a) are appropriate for the purpose (e.g., to inform, persuade, entertain), audience, context and occasion
- b) support ideas with sound evidence and appropriate details
- c) maintain a consistent focus
- d) exhibit a logical structure appropriate to audience, context and purpose
- e) organize ideas in a coherent, meaningful way including an introduction and a conclusion that are appropriate to audience and purpose
- f) choose language for its effect on the audience (e.g., strong nouns, active verbs, concrete and sensory details, and figurative language, use of rhetorical devices)

#### **Organizer:**

*Fallen Angels*: Understanding the Vietnam Era

#### **Essential Questions:**

1. What is the historical fiction genre and how is it applied to literature?
2. How are literary elements used in literature to convey deeper meaning?
3. How can literature be used to develop a deeper understanding of a specific historical time period?
4. How can we develop round characters to add depth to our own fictional writing?

#### **Culminating Activity:**

After reading the novel *Fallen Angels* and learning about the culture 1960s, students will choose a specific event from the era and write a first-person historical fiction short story about their experiences regarding the event.

**Assessment:**

1. Class and group participation
2. Class discussion
3. Writing assessments: Research paper, character journals, and on-demand
5. Vocabulary Maps

**Connections to Other Subject Areas:**

Social Studies:

Students will learn about the 1960s from a historical perspective.

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Week 1	<ul style="list-style-type: none"> <li>- Introduce Unit: Video</li> <li>- Anticipation Guide</li> <li>- Explain Vocab Map</li> <li>- Section 1</li> <li>- Character Journal</li> </ul> <p><i>RD-11-2.5</i> <i>RD-11-3.6</i></p>	<ul style="list-style-type: none"> <li>- Class Discussion</li> <li>- MLK Video</li> </ul> <p><i>RD-11-2.7</i> <i>RD-11-5.1</i></p>	<ul style="list-style-type: none"> <li>- Class Discussion</li> <li>- Song lyrics as poetry</li> </ul> <p><i>RD-11-5.3</i></p>	<ul style="list-style-type: none"> <li>- Music Videos</li> <li>- Vocabulary Section 2</li> </ul> <p><i>RD-11-5.3</i> <i>RD-11-2.5</i></p>	<ul style="list-style-type: none"> <li>- Class Discussion</li> <li>- Timelines in Computer Lab</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>- Continuation from Friday</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary Section 3</li> <li>- Presentations</li> </ul> <p><i>EL-11-SLO-S-1</i></p>	<ul style="list-style-type: none"> <li>- Continuation of Presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Class Discussion</li> <li>- Vocabulary</li> </ul> <p><i>RD-11-3.6</i></p>	<ul style="list-style-type: none"> <li>- Class Discussion</li> <li>- Letters Home</li> </ul> <p><i>RD-11-3.6</i> <i>WR-HS-1.1.03</i></p>
Week 3	<ul style="list-style-type: none"> <li>- Computer Lab – Letters Home</li> </ul>	<ul style="list-style-type: none"> <li>-Vocabulary Section 4</li> <li>-Class Discussion</li> </ul> <p><i>RD-11-5.2</i> <i>RD-11-2.5</i></p>	<ul style="list-style-type: none"> <li>- Class Discussion</li> <li>- Historical Fiction Assignmt</li> <li>- Prewriting</li> </ul> <p><i>WR-HS-1.1.02</i></p>	<ul style="list-style-type: none"> <li>- Computer Lab for Research</li> <li>- Reporter’s Notes</li> </ul>	<ul style="list-style-type: none"> <li>- Computer Lab for writing</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>- Class Discussion</li> <li>- Unit Wrap-up</li> <li>- Anticipation Guide</li> </ul>	<ul style="list-style-type: none"> <li>- Computer Lab for Revision</li> </ul>			

## **Instructional Activities (All handouts are located in the appendix):**

### **Lesson 1**

#### **Resources:**

- *Fallen Angels* text
- Copies of Anticipation Guide
- YouTube “Vietnam War” video <http://www.youtube.com/watch?v=E1nBeH0a1gY>
- Copies of Vocabulary Maps
- Computer with internet access
- Projector

#### **Procedure:**

##### **Activity 1: Motivation**

Explain to the students that we will be beginning a unit on the Vietnam War. As motivation, play YouTube video, then hand out students copies of *Fallen Angels*.

##### **Activity 2: Anticipation Guide**

Tell students that they should fill out the left side of the motivation guide at this time. Explain that there are no right or wrong answers regarding the questions on the sheet, it is simply for their opinions. Students should place a + on the line if they agree with the statement, a – if they disagree, and a ? if they are unsure of their beliefs. Explain that it will be the students’ responsibility to keep up with the Anticipation Guide until the end of the unit, at which time we will revisit it.

##### **Activity 3: Vocabulary**

Hand out the vocabulary maps and explain that we will be approaching our vocabulary for this unit differently than we have in the past. Instead of simply defining a list of terms, students will work in pairs and use the vocabulary maps to try to make the terms easier to learn. Each student will complete maps for half of the words; their partner will complete the other half. Pass out the vocabulary maps and vocabulary list for the first five chapters. Explain how to fill out the vocabulary maps and where to find the definitions (student dictionaries, [www.m-w.com](http://www.m-w.com), etc.). Maps are due when reading for each section is complete.

##### **Activity 4: Character journal**

Instruct students that over the course of reading the novel, they will be required to keep a character journal. They will write in their journals as if they are Richie Perry. Pay attention to any details about Richie’s personality and actions that the narration provides in order to “get into his head” and write an authentic journal entry from his point of view.

#### **Assessment:**

Students will read the first three chapters (p. 3-41) for homework and will be assessed on their reading through class discussion. Character journals will be checked daily and vocabulary maps will be taken up after the first five chapters have been read.

## **Lesson 2**

### **Resources:**

- *Fallen Angels* texts
- Class notes for discussion
- Computer
- Projector
- YouTube video discussing MLK, Jr.'s involvement in the 1960s anti-war movement  
<http://www.youtube.com/watch?v=Q2uQRDZtnro>
- Student journals

### **Procedure:**

#### **Activity 1: Class Discussion**

Discuss the genre of historical fiction and the first three chapters of *Fallen Angels*. Ask students for their responses to the reading and examples from their character journals. How do they think that Richie felt about the events in the first three chapters?

#### **Activity 2: MLK video**

Play documentary video highlighting Martin Luther King's involvement in the anti-war movement. Encourage students to take note of important events that take place in the video.

#### **Activity 3: Class Discussion**

Ask students for their responses to the video. How do they feel about Dr. King's views on the topic of war? Do they agree or disagree?

### **Assessment:**

For homework, students will read chapters 4 & 5 (p. 42-69). Their reading will be assessed through their participation class discussion and responses in their character journals. Vocabulary maps for the first section of vocabulary will be due tomorrow and assessed for completion and correctness.

## **Lesson 3**

### **Resources:**

- Second section vocabulary lists
- *Fallen Angels* text
- Class notes for discussion
- Lyrics sheets
- YouTube video "Ohio" by Crosby, Stills, Nash, & Young  
<http://www.youtube.com/watch?v=JCS-g3HwXdc>
- YouTube video "War!" by Edwin Starr  
<http://www.youtube.com/watch?v=bX7V6FAoTlc&feature=related>
- YouTube video "San Francisco" by Scott McKenzie  
<http://www.youtube.com/watch?v=qQsSAeq7yn0>
- Computer
- Projector

**Procedure:****Activity 1: Class Discussion**

Discuss chapters 4 & 5 of *Fallen Angels*. Ask students for their reactions to the book so far. Ask for volunteers to read from their journals.

**Activity 2: Analyzing song lyrics for poetic devices**

Hand out song lyric sheets. Put students in small groups and ask them to analyze the songs for poetic devices such as alliteration, metaphor, rhyme scheme, and variations of meter.

**Activity 3: Music videos**

Play all three videos for students. Discuss how the videos and music add meaning to the lyrics. Ask students if anyone's opinion about the songs changed after viewing the videos. Discuss the Kent State shooting and give background. After reading the lyrics and watching the video of "San Francisco" do you think it is ironic that the song was mentioned at a critical point by Richie in the novel? Compare what was going on in San Francisco at the time to Vietnam: Love vs. war.

**Activity 4: Vocabulary**

Give students the vocabulary list for the next section of reading, and allow them to get with their partners and work on the maps for the rest of the period.

**Assessment:**

Students will be assessed on their participation in class discussion and their completed vocabulary maps for section 1. For homework, students will read chapters 6-8, pages 70-107, and begin work on the vocabulary maps for section 2.

**Lesson 4****Resources:**

- *Fallen Angels* texts
- Class notes for discussion
- Student computers with internet access and network printer
- Student journals

**Procedure:****Activity 1: Class Discussion**

Discuss chapters 6-8 of *Fallen Angels*. Ask for student reactions to the events that take place in these chapters. Ask for volunteers to read from their journals.

**Activity 2: Timeline Assignment**

Instruct students that they will be creating a timeline of important events that happened during the 1960s. Students will go to the lab a research the history of the 1960s. Tell students to include as many aspects of history, lifestyle, and culture as possible. The Vietnam War is obviously very important, but there was much more going on in America during the time. Encourage students to print pictures to place on their timelines as well. They will be working with a partner to complete the assignment. Move students to the lab and allow them the rest of the period to work.

Timelines will be presented to the class upon completion.

**Assessment:**

Students will be assessed on participation in class discussion and efficient work while in the computer lab. We will be in the lab tomorrow and putting our timelines together on Monday. Until then, class discussions will be limited, but students must read chapters 9-11, pg. 108-144, before Monday and complete the vocabulary map for section 2, which will be assessed for accuracy and completion.

**Lesson 5****Resources:**

- Completed student timelines
- Section 3 Vocabulary list

**Procedure:****Activity 1: Vocabulary**

Give students vocabulary list for section 3.

**Activity 2: Presentations**

Students will present their timelines to the class. They should describe each point on their line and explain why it is important to the history of the era.

**Assessment:**

Students will be graded according to the 1960s Timeline Oral Presentation rubric (see appendix). For homework, students should read, chapters 12-13, pg 145-166, and begin vocabulary maps.

**Lesson 6****Resources:**

- Class notes for discussion
- *Fallen Angels* texts
- Section 3 vocabulary

**Procedure:****Activity 1: Class Discussion**

Since we have not discussed the novel for a few days, this discussion will be lengthy, probably taking up the entire class period. See appendix for class notes. Section 3 vocabulary maps due next class.

**Assessment:**

Students will be assessed based on their participation in class discussions. Also, I will check the character journals to ensure students are keeping up with their reading. Students will read Chapters 14-15, pg. 167-204 and continue working on section 3 vocabulary which will be assessed for correctness and completion.

## **Lesson 7**

### **Resources:**

- Class notes for discussion
- *Fallen Angels* texts
- Letters Home samples and assignment

### **Procedure:**

#### **Activity 1: Class Discussion**

Discuss chapters 14-15 with students. What are there reactions to Richie's actions in this section? Ask for volunteers to read from their character journals.

#### **Activity 2: Letters Home**

Hand out the sample letters and have volunteers read them. Ask for student reactions. How do these letters compare to Richie's experiences?

#### **Activity 3: Letters Home Assignment**

Hand out the assignment page for the Letters Home assignment. Read the assignment together and ensure that students understand what is expected.

### **Assessment:**

Students will be assessed according to their participation in class discussion and continued writing of the character journals. Letters Home assignment will be assessed according to attached rubric (see appendix). For homework students will read chapters 16-17, pg. 205-231 and continue writing in character journals. Vocabulary maps will be due next class. We will work in the computer lab for the next couple days to complete our letters.

## **Lesson 8**

### **Resources:**

- Class notes for discussion
- *Fallen Angels* texts
- Section 4 vocabulary lists

### **Procedure:**

#### **Activity 1: Class Discussion**

Discuss reading with the students. What are there reactions to the events that take place in the reading for today? Ask for volunteers to read from their character journals.

#### **Activity 2: Vocabulary**

Hand out section 4 vocabulary and discuss the words together. Allow students to get with their partners and work on their vocabulary together for the rest of the period.

### **Assessment:**

Students will be assessed according to their participation in class discussion and contribution to vocabulary partnership. Students will read chapters 18-19, pg. 232-261 and respond in their character journals.

## **Lesson 9**

### **Resources:**

- Class notes for discussion
- *Fallen Angels* texts
- 1960s Historical Fiction Assignment
- 1960s Historical Fiction rubric

### **Procedure:**

#### **Activity 1: Class Discussion**

Discuss reading assigned for today. Ask students for their reactions to the event which take place in these chapters. Ask for volunteers to read from their journals.

#### **Activity 2: Assignment of Historical Fiction Short Story**

Hand out Historical Fiction writing assignments. Read through the assignment with the class to ensure their understanding. Each student should also receive a rubric explaining what is expected of them.

#### **Activity 3: Prewriting**

For the rest of the period, allow students time to view timelines which are displayed in the classroom. Allow them to discuss the different events that each group felt was important enough to document and why. Encourage interaction and discussion in order for each student to decide upon a topic which intrigues him or her.

### **Assessment:**

Students will be assessed on their participation in class discussion and completion of their character journals for this section. Progress should have been made on vocabulary maps, as well. See attached rubric for historical fiction assessment. For homework, students should read chapters 20-21, pg. 262-283, and continue writing in their character journals.

## **Lesson 10**

### **Resources:**

- Student Computers with Internet Access
- Network Printer
- Reporter's Notes Graphic Organizer

### **Procedure:**

#### **Activity 1: Research**

Allow students the entire class period to research their topics and have them approved. Hand out the Reporter's Notes Organizer to assist them with conducting their research.

### **Assessment:**

Character journals will be checked for continued writing and vocabulary maps for progress made. Reporter's Notes organizers will be checked at the end of class for completeness and understanding of assignment. For homework, students should read to the end of the novel and complete their vocabulary maps and character journals.

## **Lesson 11**

### **Resources:**

- Class notes for discussion
- Student journals
- Completed Vocabulary Maps
- Anticipation Guide

### **Procedure:**

#### **Activity 1: Discussion**

Discuss the end of the novel and the novel overall. Ask for student reactions and opinions. Ask for volunteers to read from their character journals.

#### **Activity 2: Vocabulary**

At this point, students should have completed their halves of the vocabulary maps. Take up the maps and make copies so that each student will have a complete map.

#### **Activity 3: Anticipation Guide**

Ask students to take out their Anticipation Guides from the beginning of the unit. Give them a few minutes to complete the “after reading” section. Ask for volunteers to share anything interesting that they noted this time that was different from the first. Did anyone’s opinions change? What stayed the same? Why?

### **Assessment:**

Students will be assessed on participation in classroom discussion, completed character journals, Anticipation Guides, and completed vocabulary maps.

## **Lesson 12**

### **Resources:**

- Student Computer Lab
- Network Printer

### **Procedure:**

#### **Activity 1: Revision**

Inform students that today they will be revising their historical fiction short stories. They should conduct peer revision in the computer lab and have individual teacher conferences as well. If possible, each paper should be read by more than one student, as well as the teacher.

### **Assessment:**

Students’ rough draft will be assessed during class, as well as their progress on revision and their revising of peer stories. See appendix for grading criteria for final drafts.

# APPENDIX

**Fallen Angels**  
**By Walter Dean Myers**

**ANTICIPATION GUIDE**

***Before Reading***

**1.** \_\_\_\_

**2.** \_\_\_\_

**3.** \_\_\_\_

**4.** \_\_\_\_

**5.** \_\_\_\_

**6.** \_\_\_\_

**7.** \_\_\_\_

**8.** \_\_\_\_

**9.** \_\_\_\_

**10.** \_\_\_\_

1. The military draft should be reestablished in order to allow America to achieve its military goals.

2. The US has a responsibility to act against other nations if we disagree with their form of government.

3. The concept of just war is always clear for everyone to agree on.

4. America should be able to do what it wants militarily, even if most of our allies disagree.

5. Our president should always be supported in times of war.

6. America: love it, or leave it.

7. Soldiers should always follow orders of their superior officers, even if they morally disagree.

8. Joining the military is a good choice for teens to decide what they want to do in life, especially if they don't go to college.

9. A politician who lies about reasons for going to war should be removed from office.

10. If politicians' children had to fight wars they supported, there would be fewer wars to fight.

***After Reading***

**1.** \_\_\_\_

**2.** \_\_\_\_

**3.** \_\_\_\_

**4.** \_\_\_\_

**5.** \_\_\_\_

**6.** \_\_\_\_

**7.** \_\_\_\_

**8.** \_\_\_\_

**9.** \_\_\_\_

**10.** \_\_\_\_

## Vocabulary List

### **Chapters 1-5**

1. DDT
2. Hooch
3. Malaria
4. Phosphorous
5. Shrapnel
6. fatigues
7. hemophilia
8. platoon

### **Chapters 6-11**

1. Hamlet
2. Reconnaissance
3. Tracer
4. cordite
5. artillery
6. medevacs
7. pacification
8. frag
9. demilitarized

### **Chapters 12-16**

1. Bivouac
2. Guerrilla
3. Interdiction
4. Mortar
5. claymore
6. vigilance
7. bivouacked

### **Chapter 17-23**

1. Napalm
2. Nondenominational
3. Projectile
4. Requisition
5. impassively
6. welcher
7. cosmolene

## Vocabulary Map Directions:

I would like to take a small number of vocabulary words from the book *Fallen Angels* and try a new learning strategy called Vocabulary Mapping. Rather than just cramming definitions into your head, let's try this instead and see if it makes things easier to learn. These are *very* common words used in common language or you might hear them in reference to military settings. Here are the directions:

1. Take the words from the book *Fallen Angels* found on the vocabulary list.
2. In pairs, create Vocabulary Word Maps for each word. Each person should do 8 words.
3. Use <http://www.m-w.com> or your student dictionary to look up each word.
4. You have 2 options for actually creating your map:
  - o If you're more of a techie, use Microsoft Paint or another program of your choice to create pictures of your words and insert them into your map
  - o OR you don't feel like using a computer, you could just print out blank vocabulary maps and write on the paper itself. Either way, you're learning new words.
5. You can use a blank vocabulary map found on the class website if you want so you don't have to recreate that. Just click "File" - "Save as" and stash X copies into your folder or you can copy the one below.
6. You will be graded one completion of the exercise. There are four parts to each word, so each is worth 4 points. Points will be deducted for inaccurate information.

<b>Vocabulary word:</b>	<b>Description of Word:</b>	<b>Synonyms:</b>
<b>Antonyms:</b>	<b>Draw the word:</b>	

War!  
By Edwin Starr

War!

What is it good for?

Absolutely Nothing!

(Repeat)

War is something that I despise

For it means destruction of innocent  
lives.

For it means tears in thousands of  
mother's eyes.

When their sons go out to fight to give  
their lives.'

War!

What is it good for?

Absolutely nothing.

Say it again.

(Repeat)

It's nothing but a heartbreaker

Friend only to the undertaker.

War is the enemy of all mankind

The thought of war blows my mind.

Handed down from generation to  
generation.

Induction destruction

Who wants to die!

War!

What is it good for?

Absolutely nothing

Say it again.

War!

What is it good for?

War has shattered many young man's  
dreams

Made them disabled, bitter and mean.

Life is too precious to be fighting wars  
each day

War can't give life, it can only take it  
away.

It's nothing but a heartbreaker.

Friend only to the undertaker.

There must be some place for these  
things today.

They say we must fight to keep our  
freedom,

But Lord there's gotta be a better way.

Better than war.

War!

What is it good for?

Absolutely nothing!

Ohio

By Crosby, Stills, Nash, & Young

Tin soldiers and Nixon coming,  
We're finally on our own.  
This summer I hear the drumming,  
Four dead in Ohio.

Gotta get down to it  
Soldiers are gunning us down  
Should have been done long ago.  
What if you knew her  
And found her dead on the ground  
How can you run when you know?

Gotta get down to it  
Soldiers are gunning us down  
Should have been done long ago.  
What if you knew her  
And found her dead on the ground  
How can you run when you know?

Tin soldiers and Nixon coming,  
We're finally on our own.  
This summer I hear the drumming,  
Four dead in Ohio.

San Francisco  
By Scott McKenzie

If you're going to San Francisco  
Be sure to wear some flowers in your hair  
If you're going to San Francisco  
You're gonna meet some gentle people there

For those who come to San Francisco  
Summertime will be a love-in there  
In the streets of San Francisco  
Gentle people with flowers in their hair

All across the nation such a strange vibration  
People in motion  
There's a whole generation with a new explanation  
People in motion people in motion

For those who come to San Francisco  
Be sure to wear some flowers in your hair  
If you come to San Francisco  
Summertime will be a love-in there

If you come to San Francisco  
Summertime will be a love-in there

# REPORTER'S NOTES

---

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

**TOPIC** \_\_\_\_\_ **PERIOD** \_\_\_\_\_

**Reporter's Notes** help you not only gather facts, but also determine the meaning of the facts, too. These are the questions that reporters ask when they write their articles, and they will be useful to you as you gather information to include in your historical fiction narrative. These are also the questions that good readers ask. Not all questions are always appropriate; you decide if it's okay to leave one or more blank, but be sure you can explain why that information is missing.

<b>WHO</b> (is involved or affected)	<b>Most Important WHO</b>
<b>WHAT</b> (happened)	<b>Most Important WHAT</b>
<b>WHERE</b> (did it happen)	<b>Most Important WHERE</b>
<b>WHEN</b> (did it happen)	<b>Most Important WHEN</b>
<b>HOW</b> (did they do it or did others respond)	<b>Most Important HOW</b>
<b>WHY</b> (did they do this or react this way)	<b>Most Important WHY</b>
<b>SO WHAT?</b> (Why is this event/info/idea important?)	<b>Most Important SO WHAT</b>

Modified from *Tools for Thought* by Jim Burke (Heinemann: Portsmouth, NH); 2002

## 1960s Timeline Oral Presentation Rubric

	Exceeds Standard – 4pts	Meets Standard – 3 pts	Emerging – 2 pts	Attempt Made – 1 pt
Subject Knowledge	Demonstrates mastery of the topic	Demonstrates accurate knowledge of the topic	Demonstrates some knowledge of the topic	Demonstrates little knowledge of the topic
Organization and Coherence	Organizes information coherently and stays on topic	Organizes most information and stays on topic	Generally organizes information, occasionally straying from topic	Poorly organizes information and often strays from topic
Physical Gestures	Actively engages the audience by maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest	Usually engages the audience by maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest	Occasionally engages the audience by maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest	Neglects to engage the audience by maintaining eye contact and using movement (facial expressions, posture, gestures) to focus attention and interest
Voice	Always speaks clearly/loudly	Usually speaks clearly/loudly	Occasionally speaks clearly/loudly	Neglects to speak clearly/loudly
Language Conventions	Uses appropriate grammar and vocabulary	Uses mostly appropriate grammar and vocabulary	Makes some errors in grammar and vocabulary	Makes many grammatical mistakes
Timeline	Timeline is effective, creative, and easy to see/understand	Timeline is moderately effective, creative, and somewhat easy to see/understand	Timeline is somewhat ineffective in design/creativity or is somewhat confusing	Timeline is ineffective, is not creative, or is not able to be understood
Appearance	Thoroughly demonstrates appropriate appearance	Generally demonstrates appropriate appearance	Demonstrates minimal understanding of appropriate appearance	Fails to demonstrate appropriate appearance

**Level 4** indicates competence in all standards and exceptional performance in a few. **Level 3** indicates general competence in all standards. **Level 2** indicates general competence in most standards, but difficulties with a few. **Level 1** indicates difficulties in a majority of standards.

## Letters from Vietnam Writing Assignment

You have been writing a character journal from the narrator, Richie's, point of view throughout your reading of *Fallen Angels*. For this writing assignment we will expand upon your journal writing.

Read the sample letters that you have been given. These are real letters written by real-life soldiers to their families from Vietnam. Use them as a guide when crafting your own letter. Feel free to refer to your journal as well.

First, decide to whom you will be writing. Your mother, little brother Kenny, your best friend, or a girlfriend, etc.?

*Something to keep in mind:* This assignment is different from your journal writing. The character journals would be Richie's "true" thoughts, so to speak. You are now writing a letter to a family member or close friend back home. You need to decide how much information to disclose to them. Will you be honest about what you've seen? Will you admit you are afraid, or will you tell them that you're not worried? You must be able to justify to me any deviation from the "facts" given in the book. Feel free to stray from the events we've read, but be sure that you can tell me *why* you did so. Also, keep in mind the information we've learned about Richie's relationships back in "the World."

These letters should be typed and be at least one page in length. See rubric for grading procedures.

## Letters Home from Vietnam Rubric

	Exceeds Standard – 4pts	Meets Standard – 3 pts	Emerging – 2 pts	Attempt Made – 1 pt
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.

**Level 4** indicates competence in all standards and exceptional performance in a few. **Level 3** indicates general competence in all standards. **Level 2** indicates general competence in most standards, but difficulties with a few. **Level 1** indicates difficulties in a majority of standards.

## Sample Letters

Jan 12, 1969

Dear Family,

I got the package yesterday, and I was real grateful. We are low on C-rations, and there is hardly any water.

We are supposed to be out in the bush for 4 days, but it ended up we're still out here. It's been about 2 weeks now. We are guarding this road. Making sure no VC get anywhere near the 1st Battalion, 1st Marines area, (1/1). Every afternoon I've got gate watch. We all take turns from dawn to dusk. We just have to check out the ID's of the civilians going up and down the road. If they don't have an ID they are suspected of being a VC. The gate is a big cement grave. Our whole perimeter is set up in a big graveyard. In fact, our bunker is on top of a cement grave with sandbags on all sides. On one end we built a little hootch, and our machine gun is set right on top where the body was laid. I think that's pretty cool. Inside the hootch there is the tombstone with all kinds of Chinese writing on it. At night we have a candle burning inside to see by.

Last night I went on a fire team-sized patrol, a fire team consists of 4 people. The leader was some corporal who I don't feel safe with at all. He got here in Vietnam the same time I did, but he was put in charge right away because he's a corporal. He goes by the book on everything. If we get hit we aren't supposed to fire back, only on his command. I'd rather be with somebody that has a little more time in country, and knows what to do.

In about 5 months I will be the machine gunner for this squad, and in about 7 months I will be team leader. All the other guys in this gun team will be going home around the same time. Now I'm just the last ammo humper, but I don't mind just as long as I gradually learn my job.

Soon I will have T-I-C, (time in country), and the experience. That's what counts here.

I'm learning this language ok now, but the Marines only know a few phrases like "come here," "go away," "let me see your ID," etc; but I want to learn more than this.

Mom, you were wondering what kinds of birds they have here. They are beautiful, nothing like in the USA. There's swans, and big white birds with long necks, and ordinary birds with crowns on their heads, and then other birds that look like sparrows, only half their size.

I'm glad to hear you had snow. I kind of wish it would snow here once in awhile.

Enclosed are some pictures. Could you save them for me? They'll get ruined over here. You can have the ones of me if you want. Also enclosed is part of a diary I started when I first got here. I'd better go now.

Mike

January 29, 1969

Dear Family,

About those pictures that I sent home. I know some of them didn't turn out so well, but I believe that man you talked to was wrong. Mom, all those pictures were taken in broad daylight. They were so light probably because the way these Vietnamese people develop them. They don't even develop all the pictures. They cut off about 1/16th of every picture so it would fit the paper they use. I'm sending some more pictures in this letter. These were taken while we were guarding that road. I took one picture of a Vietnamese grave, but they cut part of the grave out of it so the picture ended up looking like I just took it of a tree line. You can send film if you want to. Right now the PX is out, and has been for over a month. But don't send any flash bulbs. I dropped my camera a couple of times and now it won't take flash bulbs. That little light doesn't work anymore. One time I tried flash bulbs but it didn't work. 126 is the size of film. I'll send negatives home too because I want to keep them. Yes, they were all taken with my camera.

Most everybody takes their camera out in the field, There's a lot to take pictures of.

I got that birthday cake about the 24th, and it was good. I opened it and cut it up and took a piece out, turned my head a second then looked back and the cake disappeared. Everybody in the tent got a piece. They liked it. Especially since it came from the "World." Everything you sent so far is in good shape except for a few crumbled cookies, but that's ok. The cake was in perfect condition. The paper gets here regularly. Sometimes I get 2 papers at a time.

Here I am 20 years old now. I'm a man now, not a teenager anymore. We went out this morning as a blocking force while another platoon swept through a ville. Usually our platoon is the one that always has to sweep. It's pretty interesting when you sweep a ville, because you get to check out houses and people. Sweeping a field is a pain in the neck.

A couple of nights ago there was this guy playing his guitar on a platform in our area. He was singing folk songs. I went up to watch, and some guys I knew wanted me to play and sing, so I went down and got my guitar and we took turns playing and singing all night long, and swapping songs. It was fun. Usually at night when I'm playing my guitar, a couple friends of mine come over and we sing all kinds of songs. One night we sang 'Michael Row the Boat Ashore' for about 2 hours. The songs we mostly sing is stuff like 'Red River Valley,' 'Tom Dooley,' 'JesseJames,' and stuff like that. I like to sing other things, but most of the guys in this tent are from the south, and that's all they know by heart. In fact everyone in this tent is from the south. I'm the only one from the north. I'd better go now.

Mike

## 1960s Historical Fiction Piece

Choose one event from your, or a friend's, timeline of the 1960s that you would like to know more about. Your assignment is to write a first person historical fiction piece describing what it was like to be involved in the situation. In other words, pretend that you were there, and write a story describing everything that you saw. Don't forget to tell your audience about your feelings and what you were thinking. Some examples would be as follows: an event in the Vietnam War, the Kent State Massacre, Woodstock, etc.

If you choose to write about the Vietnam War, please choose a specific event from the war to write about. Specific battles or even down time in-country would be great choices.

Almost any other specific event that took place during the '60s will be acceptable, as long as you can explain to me why the event is important, or what impact it had on history.

Your topics must be approved by me before you begin writing. See attached rubric for grading procedures. The length of these short stories should be 2-4 pages.

In-text documentation will not be necessary for this paper; however, I will need to know from where your sources come. Please provide a works cited page.

## Historical Fiction Rubric

	Exceeds Standard – 4pts	Meets Standard – 3 pts	Emerging – 2 pts	Attempt Made – 1 pt
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Sources (Content)	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.

**Level 4** indicates competence in all standards and exceptional performance in a few. **Level 3** indicates general competence in all standards. **Level 2** indicates general competence in most standards, but difficulties with a few. **Level 1** indicates difficulties in a majority of standards.