

Combat Literature - Modified from [Unit 2 - Anti-War "What is it good for?"](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge: Students will be able to prepare for reading by researching the cultural background of the 1950s and 1960s in preparation for reading literature about the Vietnam War.

Vocabulary: Vietnam War, culture

Skills: research, analysis, MLA citations, summarizing important information and key details, comparing and contrasting messages

Expectation:

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Vietnam War Photo Analysis	Analysis of Image (use the "War is Hell" image) Provide background/story for the soldier	Classroom Discussion/Response: Why is this an "iconic" photo?
Tuesday: Vietnam War Background	Watch episode one of Vietnam in HD	Google Classroom Discussion: Based on the video, how was the Vietnam War different from the other wars we have learned about? Sign up for Study Guide topics - 1950s and 1960s
Wednesday: Research Day - Life and Times of the 1950s and 1960s	Study Guide Research Day Reminder: keep track of your resources and cite them properly! Use Purdue's OWL for reference.	Identify one element of 1950s or 1960s culture that was directly impacted by the Vietnam War. Or, conversely, identify one element of 1950s or 1960s culture that directly impacted the Vietnam War.
Thursday: Vietnam Era Culture - Music and Protest	Anti- and Pro-War Music/Songs Listen to the songs and read along with the lyrics. Pro-war songs can be found on the second page. Teacher models analysis using one example of a song (could be from WWII).	Compare and contrast the messages found in one pro-war song and one anti-war song. Connect these messages to the research you have been doing. How does your research support or contradict these messages?

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Friday: Study Guide Padlet "Gallery Walk"	Students should submit their study guides to a group Padlet where they can interact, read, and learn from their peers. Consider this to be a jigsaw activity for elements of culture in the 1950s/60s.	Study Guide Due- students should add study guides to a group Padlet.

Week criteria for success (attach student checklists or rubrics):

Study Guide (rubric on last page)

Supportive resources and tutorials for the week (plans for re-teaching):

Additional background (multi-part documentary) with guided notes