

Content Area: Combat Literature - Modified from [Unit 2 - Anti-War “What is it good for?”](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Students will understand what the Vietnam War was like based on first-hand experience.
- Students will explore the emotional effects of the Vietnam War, the idea of the American hero, and the idea of courage.

Vocabulary: Drafted, enlisted, military branches, Vietnam, My Lai, PTSD, Charlie Company

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: Tim O'Brien Webquest	Who is Tim O'Brien? How did the Vietnam War affect soldiers? Webquest Teacher - address the concept of a memoir and how O'Brien's experiences may have shaped his memories.	Webquest - due by Wednesday Read Ch. 1 of <i>If I Die In A Combat Zone (DCZ)</i> . Finish 1-10 by Friday. As you read, complete the Bravery and Heroism analysis. Students are held accountable for events in chapters 1-9.
Tuesday:	Memoir slideshow Teacher should address: Why do you think O'Brien chose to structure his memoir in this way? How did the structure affect your reading of the memoir? Did it frustrate you, or did the lack of continuous narrative give you insight into his experience?	Read Ch. 2 and 3 of <i>If I Die In A Combat Zone (DCZ)</i> Complete poetry activity

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Wednesday:	Continue lesson on memoir. Address elements of literary devices and figurative language (teacher models examples). Does this impact truth? How does the use of literary devices impact the reader?	Read Ch. 4 and 5 of <i>If I Die In A Combat Zone (DCZ)</i> Discussion: How does Tim O’Brien choose to remember this war? Find one quotation that answers this question. Identify 3 examples in the text that support this answer — what are the literary devices he uses in these examples? What seems true? What seems false? How can you write a “true war story”? Does it matter?
Thursday:	Define bravery and heroism.	Read Ch. 6-10 of <i>If I Die In A Combat Zone (DCZ)</i> by Friday.
Friday: Bravery and Heroism	Guiding ideas: What is an American hero and how does the hero compare or contrast the American soldier? • Masculinity • Courage • Individuality How is that reflected in O’Brien’s writing?	Bravery and Heroism Analysis and Reflection

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

Bravery and Heroism (rubric on last page)

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

Additional background - My Lai video

Scaffolding questions for chapter reading assignments