

LESSON PLAN for CE-MIST Interdisciplinary Trunk: Vietnam

Content Area: Language Arts

Explanation: *Goodbye Vietnam* by Gloria Whelan is a novel based on the plight of refugees who have escaped from their homeland in Vietnam. The narrator of the novel is a thirteen year old girl named Mai. Mai faces an internal conflict for the love of her home country versus the reality of her future in Vietnam. This novel is an ALA recommended book for young adult readers as well as an IRA/CBC Children’s Choice.

Procedures

- Daily the teacher will guide the lesson
- Reading time 20-25 minutes per day
- Each student will have a copy of novel
- On the first day, the teacher will state the objective and purpose. The teacher will preview the text through picture walk, discussion, and have students make predictions. Each student will receive material.
- The novel is divided into four sections: Part I: The Village, Part II: The Journey, and Part III: The Voyage, Part IV: The Silver City.
- Students will have a list of vocabulary for each chapter and have tests on vocabulary meaning for each part of novel.
- Students will keep a *Reader’s Log* throughout the unit and complete *reading check* formative assessments (see below). For each part of the novel students will work in groups and independently.

1. When did Mai’s sister Anh begin having nightmares?	2. Why did the police threaten to arrest Mai’s grandmother?	3.) Mai’s father has a secret skill, what is it?	4.) Why does Mai’s grandmother all her “number two child?”	5.) What do Mai and her siblings discover in the Chans’ store?	6.) Why does Mai’s grandmother offer one of her ducks to the policeman?
7.) What happens to the family’s money in Go Cong?	8.) What does <i>Bac Si</i> mean?	9.) What valuable object does Kim have?	10.) How do <i>Bac Si</i> and Kim get on board the boat?	11.) On the boat, who decides that the family should stay on deck?	12.) Why does <i>Bac Si</i> give a pill to Mai’s mother?
13.) What happened to Kim’s father?	14.) How did Loi wind up floating in the sea?	15.) Why does Mai’s grandmother share her duck with everyone on the boat?	16.) What does Loi catch with his fishing net?	17.) What do Loi and Captain Muoi disagree about?	18.) What do people in the harbor shout to the boat?
19.) Why are the lights in the warehouse always kept on?	20.) What does Loi give Mai before he returns to Vietnam?	21.) Why does Kim come stay with Mai’s family?	22.) What happens to allow Mai’s family to go to the United States?	23.) Whom does Mai’s family meet on the bus to the airplane?	24.) Describe your reactions to the ending of the novel.

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READING CHECKS

- Students will create a portfolio of work for each section of the novel:
- ***Part I: The Village:*** What are Mai's feelings as she leaves the village? Write a poem in Mai's voice that expresses all of her tortured emotions. Try to capture Mai's sadness about leaving the home she grew up in.
- ***Part II: The Journey:*** With your student group, put together a few small basket containing items that characters from the novel might have carried with them as they left Vietnam. Include a card that explains why each character chose that item.
Geography: A Map of a Voyage.
- Mai and her family undertake a journey that leads them from a small Vietnamese village in the Mekong Delta to the city of Go Cong, and across the sea to Hong Kong. Construct a detailed map of the journey. Locate important settings from the novel, including Mai's village, the house of Quah Loc, and the warehouse in Hong Kong. Plot the route of Captain Muoi's boat and identify the spot where Loi is rescued. Research the geography of Vietnam and Hong Kong, and include on the map information about the land, its features, and its climate. Present your map to the class and explain its features.
- ***Part III: The Voyage:*** Prepare a short report on the Vietnamese New Year, the festival of Tet. Conduct research to find out about Tet's meaning and its traditional celebration.
- ***Part IV: The Silver City:*** Summarize the problem or problems faced by Mai's family at this point in the novel and propose two solutions.
- The above novel reading instructions will be continued until the novel is completely read.
- Students will be reminded that their choice of project is required and due approximately one week after reading the novel. Class time will be given to complete project assignment and the due date will be stated and posted.

Guidelines for Final Writing Assignment:

It will take approximately a week to complete all projects. Students will be given *two* choices for a final project:

1.) ***Voyage to Freedom:***

You are an international journalist covering the struggles of Vietnamese refugees searching for Freedom. Write an in-depth story about Mai's family. Research the conditions faced by people trying to escape from Vietnam. Tell the story of Mai's family in a two page article. Present your Findings to the class. Also, create a visual representation to share with the class. Materials: Rubric, Poster Board, Coloring Supplies

2.) ***Letters From Mai***

Mai's Uncle Diep Van Tien was able to escape from Vietnam. A postcard that he sent from Hong Kong has become important to Mai's family because its pictures and words gives them hope. What do you think Mai would like to tell her uncle about her own journey to freedom? Write a series of letters from Mai to her uncle Diep Van Tien. Tell Tien about Mai's experiences and about what his example means to her. Write at least four letters and include one visual representation. Materials: Coloring Supplies, Printer Paper

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Content Area: Social Studies

7-5.3 Explain the spread of communism in Eastern Europe, Asia, Africa, and Latin America, including the ideas of the satellite state containment, and the domino theory

7-5.4 Analyze the political and technological competition between the Soviet Union and the United States for global influence, including the Korean Conflict, the Berlin Wall, the Vietnam War, the Cuban missile crisis, the “space race,” and the threat of nuclear annihilation

1-2 Week Lesson plan unit

Day 1 – Geography

- Land of Contrast – Outline
- Map Skills

Day 2 – Day 4 – History of Vietnam

- Vietnam War: America’s Conflict – Video
Students are to create a graphic organizer to list four important facts from the video about the war.
- Vietnam History Comprehension – Quiz
- A History of Vietnam’s Troubles - Time-Line

Day 5 – Political Music Lesson Plan

Day 6 – The Wall

- Read “The Wall” by Even Bunting – Critical Thinking Questions and Activities & Reader’s Response Form

Day 7-8 A Salute to Vietnam Veterans – The Unsung Heroes

- Letters from Vietnam – Critical Thinking
- Conducting an Interview – Write interview in a paragraph
Invite the person you interview to visit the class.

Day 9-10

- Share interviews with class with or without your veteran
- Student Final Portfolio

All items should be in final portfolios:

Land of contrast

Map skills sheet

Graphic organizer for video

Comprehension Quiz

Timeline

Vietnam War Music Student Response Sheet

The Wall – Critical Thinking and Questions and Q&A Response Form

Critical Thinking – Letter from Vietnam

Interview Sheet & Paragraph

Items Needed to Be Purchased

- **Music CD – see attachment**

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- **Class set of the “The Wall” by Eve Bunting**
- **Video – See attachment**

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Content Area: Science

- **Day1- Introduction to Ecology**

EcoTag

Introduction

This is a fun activity in which students are allowed to discover something about food chains and food webs. It is a guided inquiry approach to revealing the food web. Students will become excited to tell you how the food web works, and enjoy designing trophic interactions. This activity helps students conceptualize predator-prey relationships, address ecosystem and population dynamics, and allows students to see how ecosystems sustain themselves. This is a good activity to refer to throughout the following lessons because students will remember this activity.

Duration 1-1.5 hours

Objectives

Students will:

- Discover the fundamental components of ecology
- Learn about predator-prey relationships
- Understand how organisms fulfill niches within an ecosystem
- Learn what organisms need for survival (shelter, food, water, space)
- Understand the consequences of man's actions upon an ecosystem

Vocabulary

Ecology	Herbivore	Prey
Ecosystem	Carnivore	Population
Producer	Habitat	Energy
Consumer	Omnivore	Niche
Decomposer	Predator	Community

Materials needed for activity

- Large colored index cards or
- construction paper
- Safety pins or string to attach the name
- tags
- Markers
- Large open space to play
- Digital Camera

Discussion

Begin by asking students questions that will lead their thoughts to basic relationships within the ecosystem. Start by making the lesson personal. Ask the students about what they need to survive, and what kinds of things they eat. Then relate that information to animals in nature.

1. What did you eat for breakfast this morning?
 - Cereal, toast, eggs, etc.
2. Where did you find that food? How did it get there?
 - In the cabinet, refrigerator, etc. Mom or Dad bought it.
3. Did you have anything to drink with breakfast?

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- Water, juice, etc.
4. Where did you eat breakfast?
 - At the house, in the kitchen.
 5. Imagine now, that you were a baby squirrel, and it was time for breakfast. What would you eat and drink?
 - Nuts, human scraps, milk from my mother, maybe water
 6. Where did you get the food? How did it get to you?
 - From trees in the forest, Mother or Father brought it to you
 7. Where did you eat it?
 - In the nest.

Summary

Continue asking the students questions that will allow them to draw conclusions and form relationships. What things did you find you needed to survive the morning, that are the same as the baby squirrel, food, water, protection/home/shelter, and a space for that home. What is the importance of these things? Surviving, and living. You may then want to ask more questions about the significance of shelter as protection from predators, as it will become more significant in the activity.

Activity

This is essentially a game of tag, but one in which students will gain an appreciation of ecology, food webs, and predator-prey relationships. The food chains (within the food web) should be constructed to be appropriate for organisms in your area. This will enhance the students' understanding of their own ecosystem. It is best played outside or in a gym.

Create nametags for participating "organisms" using large colored index cards. The nametags should reflect organisms involved in an actual food pyramid, and allow each student to play. An example food chain might be: Hawks-squirrels-fish-fliesgrasshoppers. Write on each nametag, in large print, the name of each animal (Predator) the student will represent. Under that animal, in smaller print and in a different color, write the names of the animals which may be eaten (prey) by the predator. (Writing the names of the prey is optional, and you may choose to exclude it for older students) Be sure that only a few students represent the animals at the top of the food chain, such as hawks, and that there are larger groups of students representing the animals at the lower end of the food chain, such as grasshoppers and flies.

Randomly give each student a nametag; students "become" that animal. Explain that they are only allowed to tag (hunt/kill) the food that they would take as prey. Once outside, each animal group has a specific "safe site" that represents their shelter, this might be a tree or a corner of a building, and when the student is touching that tree or building, they are safe in their "shelter". The last student (or students) standing are the best hunters or winners.

Versions of Play

1. Once a predator has tagged its prey, the prey may sit out until the top predators have no more prey to hunt. Then you may mix up nametags and allow the students to become a different animal. Continue play.

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2. For Low Level Learners: You may also choose to make stock cards of detritivores (animals that feed on dead or decaying material, such as flies or bacteria) and when a prey is tagged, the predator brings their prey to you and you may exchange the prey tag for a detritivore tag. This represents recycling in a true ecosystem, and promotes an idea of how ecosystems sustain themselves.

3. For Advanced Learners: You may also choose to stop the game in mid-play and describe some imaginary complication on some part of the playing field, such as fire, or a human interruption such as a road through the middle of the playing field, to provide students with more limitations. This allows students to contemplate man's effect on ecosystems. With this option you may choose to play under version one, or version two.

4. You may also choose to add flags in the game, to represent plant materials that herbivores feed on. They must gather at least 3 flags during the duration of the game, (or a set time limit you choose to give them) or they will starve. Remember to provide name tags for herbivores.

Follow-Up

It's recommended that you end the game a few minutes early to discuss with the students the basic components of the ecosystem.

- Which animals were the carnivores, herbivores, detritivores etc?
- Which animals were the producers and consumers?
- What represented each animal's habitat, and what would constitute an ideal habitat for that animal?
- Which animals were the predators, which were prey?
- How did energy transfer in the food web?
- Using the game as an example, define an individual, population, and community.
- What is a niche? What is the niche of the predator, of the prey?
- How were populations regulated?
- Ask them what they have learned, and what is necessary for an organism's survival.

Example Name tag for Lesson 1 – Eco-Tag

(Predator)
Hawk
(Prey)
Squirrels
Fish
Mice

****(Take pictures of students performing activities to add to the portfolio).****

- **Day 2 – Continue EcoTag**

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See Day 1 for instructions.

- **Day 3 – Ecology: Defoliating Vietnam**

Background: About 17.8% (3,100,000 ha) of the total forested area of Vietnam was sprayed during the war, which dramatically disrupted ecological equilibrium. Furthermore, the persistent nature of dioxins, erosion caused by loss of protective tree cover, and loss of seeding forest stock, meant reforestation was difficult or impossible in many areas. Many defoliated forest areas were quickly invaded by aggressive pioneer species, such as bamboo and cogon grass, which make it unlikely the forests will be able to regenerate. Animal species diversity was also significantly impacted: in one study, a Harvard biologist found 24 species of birds and 5 species of mammals in a sprayed forest, while in two adjacent sections of unsprayed forest there were 145 and 170 species of birds and 30 and 55 species of mammals.

Dioxins from Agent Orange have persisted in the Vietnamese environment since the war, settling in the soil and sediment and entering into food chain through the animals and fish that feed in the contaminated areas. Movement of dioxins through the food web has resulted in bioconcentration and biomagnification.^[43] The areas most heavily contaminated with dioxins are the sites of former U.S. air bases.

Materials:

Copy Paper

Markers

Internet Access

Printer

Write Around

1. Put students in groups of 3-4 and provide each group with the Article titled Ecology: Defoliating Vietnam (<http://www.time.com/time/printout/0,8816,837961,00.html>)
2. Give the group one sheet of paper and each student a different color marker.
3. Have student take turns reading a paragraph of the article.
4. Then the student with the paper will write a response about the article and then pass it to the student sitting to the left.
5. Allow students to answer each others response by writing their comments and not verbalizing their thoughts. (5-10 minutes)
6. Allow each group an opportunity to report their findings

Document Analysis

1. Have students complete the document analysis from the following website and have students print their responses.
(http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
2. Add the document analysis to the portfolio.

- **Day 4 - 5 – Agent Orange Statistics**

Lesson Procedure:

- To begin the lesson, project the Agent Orange Statistics titled, *Herbicide Missions of Vietnam War* (<http://www.usd116.org/ProfDev/AHTC/lessons/SteffenFel09/agentorangestats.JPG>) showing the province, dates, and amounts of Agent Orange dumped on Vietnam.

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- You may also want to make copies for the class to examine while looking at the projected copy.
- Discuss the document with the class and be sure to draw students' attention to the amount in gallons of Agent Orange dropped on various parts of the Republic of South Vietnam. Ask the following questions to the class:
 - What is Agent Orange?
 - Why was Agent Orange used in Vietnam?
 - What effects, if any, do you think Agent Orange had on American soldiers, Vietnamese civilians, and/or the environment?
- Next, distribute copies of the Predictions and Conclusions handout (<http://www.usd116.org/ProfDev/AHTC/lessons/SteffenFel09/Steffen09PredictionConclusion.pdf>) to each student and instruct students to fill out the "My Observations" and "My Predictions" portions of the worksheet.
- Once students have finished the instructed portions of the handout, distribute copies of *Agent Orange Brief* from the department of Veterans Affairs found at <http://www1.va.gov/agentorange/page.cfm?pg=2>, along with the Summarizing Information graphic organizer (<http://www.usd116.org/ProfDev/AHTC/lessons/SteffenFel09/Steffen09SummarizingInformation.pdf>). (This document is quite long; you may want to cut sections to shorten the length.)
- Instruct students to break into pairs.
 - Ask students to read the four sections titled,
 - "What is Agent Orange?"
 - "When and where was Agent Orange used in Vietnam?"
 - "Why are Vietnam veterans concerned about Agent Orange?"
 - "What conditions have been "service-connected" based on evidence of an association with Agent Orange (or other herbicides used in Vietnam)?"
 - Students should use the information from the assigned sections to fill out the graphic organizer appropriately.
- Once pairs have completed the Summarizing Information graphic organizer, instruct students to answer the "My Conclusions" portion of the Predictions and Conclusions handout. (You may want to have students complete this part individually.)
- Instruct students to turn in their handouts when finished to be placed in the portfolio.

• Day 6- 7 – Harm Caused by Agent Orange

Background: The purpose of this lesson is for students to understand the controversies surrounding the makers of Agent Orange – the Dow Chemical Company. This company created Agent Orange along with Napalm and other chemicals used during the Vietnam conflict. The company knew of the harm caused by dioxin, the primary toxin in Agent Orange, but continued to produce and supply the herbicide to the United States military for use in Vietnam. Dow also tried to recruit young chemistry students from around the country to work for them. In 1967, protests broke out against the Dow recruiters at the University of Illinois Urbana-Champaign, Harvard, and Boston College just as major protests turned into violent riots at the University of Wisconsin-Madison. These protests show the extreme criticism of Dow and Agent Orange nearly 20 years prior to the Department of Veterans Affairs even

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acknowledging the connection between health problems and exposure to Agent Orange. All's said, who should be held responsible?

Lesson Procedure:

- To begin this lesson, project two Agent Orange political cartoons, "[Inner Organs 'Nuked by Agent Orange? We're Studying on it - What More do You Want?'](#)" and "[Dow Chemical Executive on Trial](#)" to being thinking about who should be held responsible for the effects caused by exposure to Agent Orange.
 - You may also want to make copies for the class to examine while looking at the projected copies.
- Briefly examine the cartoons together and instruct students to choose one cartoon to analyze further. Distribute copies of the [Reading a Political Cartoon worksheet](#) and instruct students to use the cartoon they have chosen to complete the worksheet.
 - Students may work by themselves or with a partner.
- Next, break students into groups of 3 to 4 and provide each student with a packet of 6 documents in the following order:
 1. "[Protest Ends Interviews by Napalm Maker,](#)" Chicago Tribune, October 26, 1967
 2. [Report to the President of the University of Illinois, David Henry,](#) on student demonstrations against Dow Chemical Company; pgs. 1-3
 3. [Statement from the Faculty Senate of the University of Illinois](#) concerning student demonstrations.
 4. [Statement from the Chancellor of the University of Illinois, J. W. Peltason,](#) concerning the student demonstration against Dow Chemical Company.
 5. "[U. of I. Expels 7 for Roles in War Protest](#)" Chicago Tribune, November 23, 1967
 6. "[Memos show Dow knew dioxin peril for 20 years,](#)" Chicago Tribune, April 19, 1983.
- Instruct groups to read through their packet of documents together and use the information to complete the [Organizing Information flow chart](#).
- Once groups have completed the [Organizing Information flow chart](#), distribute copies of the [Writing a Speech assignment](#). In this task, students will pretend they are a student at the University of Illinois in the year 1967 at the time when the Dow Chemical Company has arrived on campus to recruit chemistry students for jobs. Students will write a speech to persuade others to join them in protesting Dow Chemical Company for making harmful and deadly chemical weapons such as Napalm and Agent Orange.
 - Students will fill out the assignment sheet to plan their speech, and then write their speech on a separate sheet of paper.
 - Allow ample time to begin writing in class.
- Instruct students to turn in their worksheets and final speech the following class.
- **Day 7-8 – Use of Chemical Weapons**

Background: Throughout this series of lessons, students have studied a variety of primary sources looking at different controversies surrounding the use of chemical weapons during the Vietnam conflict. Students have examined the major health effects caused by exposure to Agent Orange along with criticism shown towards the maker of this weapon. However, with their previous knowledge of the Cold War and America's involvement in Vietnam, students should understand that this weapon was used in

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order to destroy the enemy and save The Republic of South Vietnam from falling under a Communist regime. Students will use all of the information they have learned, as well as the conclusions and inferences they have drawn from this series of lessons to take part in a debate answering the topic question: Do the ends justify the means?

Lesson Procedure:

- Students will participate in a debate, answering the topic question: Do the ends justify the means? In other words: Did the United States' use of chemical weapons to destroy the enemy in Vietnam justify the health effects caused by exposure to Agent Orange in Southeast Asia?
- To begin this lesson, assign students into 2 debating teams. (Depending on your class size, you may want to assign a 3rd group to act as judges.)
 - One team will argue that **yes**; the ends (health conditions caused by exposure to Agent Orange) did justify the means (using chemical weapons to destroy the enemy).
 - The other team will argue that **no**; the ends (health conditions caused by exposure to Agent Orange) did not justify the means (using chemical weapons to destroy the enemy).
- Distribute copies of the [Debate Instructions and Team Worksheet](#) handout to each group and read over the directions together answering any questions or concerns from the class.
- Within their teams and using the [Debate Instructions and Team Worksheet handout](#), instruct students to work together to create a valid argument as to whether or not the United States' use of chemical weapons to destroy the enemy in Vietnam justified the health effects caused by exposure to Agent Orange in Southeast Asia.
 - Students may use any of the materials available during this series of lessons to help them find supporting evidence to **prove** their claim and to **disprove** their opponents' claim.
 - Assign team members to take responsibility for different portions of the debate, which include: Opening Statement Presenter, Argument Presenters, Summary Presenter, Rebuttal Presenters, and a Closing Statement Presenter.
- Conduct the debate following the "Debate Rules and Procedure" on the [Debate Instructions and Team Worksheet](#) handout.
- **Day 9-10 – Portfolio Student Led Conferences with Parents Conducted**

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Portfolio Assessment Rubric

Name _____

Date _____

Assessment Period _____

Class _____

Directions

Points are awarded on the basis of completeness, accuracy, and neatness. The portfolio will include all items completed in the Vietnam Social Studies Unit. Each item is scored on a scale of 1 to 5. Each check mark will be the assigned number of points for each item. Add the points in each column to get the total points. The highest number of points is 50.

Component	5 Excellent	4 Good	3 Average	2 Fair	1 Poor	Comments
Land of Contrast						
Map skills						
Video Graphic Organizer						
Comprehension Quiz						
Timeline						
Music Response Sheet						
“The Wall” Critical Thinking Sheet						
Q&A Response Form						
Interview Sheet						
Paragraph						
					Total Points	/50