



Grade 12 – Attitudes Toward War Unit 2 – War: Whose story is it?

Unit Focus

The Vietnam War was an era of conflicting attitudes among Americans. Despite the overwhelming number of men drafted to fight, not all Americans supported the country's involvement in the war. Students will explore the causes and effects of the war, understand the differences between American attitudes toward that war and that of WWII, and analyze the cultural phenomena of the 60's and 70's including film and music and their influences on the growing protest movement. Students will examine the ways the Vietnam experience influences American attitudes toward war in the 21st Century.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 11-12<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RL.11-12.1)Reading: Informational Text<ul style="list-style-type: none">Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS.ELA-LITERACY.RI.11-12.1)Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.ELA-LITERACY.RI.11-12.6)Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RI.11-12.7)Writing<ul style="list-style-type: none">Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-LITERACY.W.11-12.1)Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others'	<i>Students will be able to independently use their learning to...</i> T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T2 Evaluate the author's message and purpose, citing text evidence to support conclusions. T3 Identify and critique the merit and purpose of a text, citing craft, structure and organization to justify opinion. T4 Compare and contrast informational and literary texts to synthesize information to grow and change a position.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 The Vietnam War had longstanding emotional effects on all involved. U2 The idea of the American Hero changes based on a person/group's system of values. U3 War challenges a person/group's morals and systems of value. U4 Courage is the ability to do something or remain strong despite fear. U5 Great literature is intentionally crafted to explore enduring human themes transferable across time and place. U6 Readers examine an author's word choice to interpret point of view, meaning, mood, or tone. U7 Readers pay close attention to details that are emphasized, altered, or absent. (R.4)	<i>Students will keep considering...</i> Q1 What are the emotional effects of the Vietnam War? Q2 What is an American hero and how does the hero compare or contrast the American soldier? Q3 How are morals and innocence challenged in times of war? Q4 What is courage? Q5 How does this text challenge my thinking about this topic? How should I read it? Q6 How do the techniques/craft moves authors use impact the meaning of the text? Q7 How do readers use close reading techniques?

Stage 1: Desired Results - Key Understandings

<p>ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.SL.11-12.1)</p> <ul style="list-style-type: none"> ▪ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS.ELA-LITERACY.SL.11-12.1.A) ▪ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS.ELA-LITERACY.SL.11-12.1.B) ▪ Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS.ELA-LITERACY.SL.11-12.1.C) ▪ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS.ELA-LITERACY.SL.11-12.1.D) ▪ Speaking & Listening ▪ Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS.ELA-LITERACY.SL.11-12.4) 	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> ○ Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) ○ Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1) 	<p><i>Students will know...</i></p> <p>K1 How to analyze the evolution of attitudes toward war.</p> <p>K2 How to analyze individual responsibility and morality of war.</p> <p>K3 Discussions are a way to share, challenge, build upon, and critique opposing opinions in a respectful way.</p> <p>K4 The elements of writer's craft, particularly the structure of a memoir.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Reconciling the divisive/divided attitudes of Americans during the Vietnam era.</p> <p>S2 Recognizing common motifs of innocence, courage, challenge of individuality, effects of war</p> <p>S3 Discussing opposed opinions in a respectful manner</p> <p>S4 Identifying and analyzing elements of author's craft and its purpose in memoir writing.</p>