



South Carolina

Full STEAM Ahead: Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

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Grade Level(s):

11th Grade

Subject:

United States History and Constitution

Length of Class:

180 minutes (approximately 2 class periods)

**Image Citation:**

Leffler, Warren K, and Thomas J O'Halloran, photographer. VIETNAM PROTEST- protesters in front of the White House. , 1971. Photograph. <https://www.loc.gov/item/2017646239/>.

Lesson Title:

Reactions to United States Involvement in the Vietnam War

Overview:	This lesson serves as an opportunity for students to uncover the thoughts and opinions of Americans in relation to the country's involvement in the Vietnam War through primary and secondary source analysis, as well as the creation of their own graphic-novel style illustration.
Learning Objective:	<p>I can interpret and analyze primary and secondary sources to draw conclusions on how the citizenry of the United States reacted to the country's involvement in the Vietnam War.</p> <p>I can create a visual representation displaying the opinions of people in the United States as the country became involved in the Vietnam War.</p>
Standards:	<p>USHC Standard 5: Demonstrate the impact of America's global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945 to the present.</p> <p>USHC.5.CE Assess the immediate and long-term causes and effects through significant turning points of the Cold War.</p>
Essential Question:	Should the right to peaceful protest be restricted?
Supporting Question(s):	<p>How did Americans react to the country becoming involved in the Vietnam War?</p> <p>What examples of protests were seen in the United States during the Vietnam era?</p>
Digital Primary and Secondary Sources:	<p>Image 1: Anti-Vietnam War Protest (To be displayed on the board)</p> <p>Image 2: Anti-Vietnam War Protest (To be displayed on the board)</p> <p>Image 3: Pro-Vietnam War Protest (To be displayed on the board)</p> <p>Image 4: Pro-Vietnam War Protest (To be displayed on the board)</p> <p>Newspaper with Excerpts on Vietnam (To be displayed and distributed)</p> <p>ACLU Article About tinker v. Des Moines (To be distributed to groups)</p> <p>Freedom Forum Article Regarding 1st Amendment (To be distributed to groups)</p> <p>Smithsonian Article Regarding Tinker and Parkland (To be distributed to groups)</p> <p>Excerpt from <i>Free Speech Handbook</i> by Ian Rosenberg and Mike Cavallaro (Chapter 4: Student Speech from the Vietnam War to the National School Walkout pg. 93-113).</p>
Required Classroom Materials:	<p>Pencil/Pen/Other Writing Utensil</p> <p>Colored Pencils/Markers</p> <p>Poster-Sized Paper</p> <p><i>Free Speech Handbook</i> by Ian Rosenberg and Mike Cavallaro (Chapter 4: Student Speech from the Vietnam War to the National School Walkout pg. 93-113)</p>

Classroom Environment:	For the first day of the lesson, students will be in learning teams of three (3) or four (4). It will be during this class period that students will be analyzing the primary and secondary source documents in order to draw conclusions on how individuals in the United States reacted to involvement in the Vietnam War. In the second class period of instruction, students will again be seated in groups of three (3) or four (4) while creating their visual representation of reactions to involvement in the Vietnam War.
Differentiation and Adaptations:	<p>Teachers are advised to conduct a learning styles inventory for their classes at a point in the course prior to this lesson taking place. Using the knowledge from that survey, adjust materials (primary and secondary sources) based on that.</p> <p>Teachers must be in compliance with individual students' IEP and 504 plans in order to accommodate and assist their learning. Examples of accommodations are printed copies of notes, small groups, and preferential seating. ML students may receive a translated and/or adapted copy of materials.</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10 minutes	Warm-up question: <i>Should the right to peaceful protest be restricted?</i> The students will have 6 minutes to answer the question followed by a 4 minute class discussion.
20 minutes	Primary Source Analysis – Students will analyze the primary source photos displayed on the board and displayed at their groups and engage in discussion.
60 minutes	Secondary Source Analysis and Reflection – Students will read an excerpt from the <i>Free Speech Handbook</i> by Ian Rosenberg and Mike Cavallaro (Chapter 4: Student Speech from the Vietnam War to the National School Walkout pg. 93-113). After the group-reading of the excerpt from the book, students will complete a reflection sheet and their answers will be shared with the class in a discussion-based format to begin the next class.
15 minutes	Students will share their responses on the reflection sheet about the excerpt from the <i>Free Speech Handbook</i> .
45 minutes	Creation of Graphic Novel page: Students will be tasked to draw out a graphic novel-type story of a person during the Vietnam era describing how they would feel about American involvement in the war. Students will

	have the opportunity to write this graphic novel from the perspective of a <i>child</i> , a <i>college student</i> , an <i>active soldier in Vietnam</i> , and a <i>veteran</i> .
30 minutes	Students will present the graphic novel-type illustration about reactions to the Vietnam War and be provided with academic feedback with their peers.

Assessments:	Students will be assessed through the completion of discussion questions about the excerpt from the <i>Free Speech Handbook</i> . They will also be assessed on the second learning objective based on their ability to create a graphic novel portraying one side of the argument when it relates to United States involvement in the Vietnam War.
Learning Extensions:	<p>After this lesson, students can extend their learning by researching videos and oral histories from people who were present and passionate about their side of the “US Involvement” argument. Teachers can extend learning by having students step into the shoes of one side of the argument and engage in a debate-formatted lesson answering the essential question, using Vietnam involvement as a resource in this discussion.</p> <p>Students can also extend their learning while connecting this lesson to present-day by engaging in conversation about current social movements that have captivated audiences in the United States and elsewhere. This can help make this content become more relevant to the students. Teachers should be aware of the risk that this brings due to the current climate and highly recommend these conversations happen in classes with concise expectations on how civil discourse should occur between citizens.</p>