Ann Walker 4/23/2014

**Introduction to the Vietnam War**

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| **Grade Level:** |  GED | **Subject:** | Social Studies Reading | **Prepared By:** | Ann Walker |

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| **O**v**erview & Purpose**Students will learn about the Vietnam War to understand key concepts in U.S. history to prepare for passing the GED social studies test, while developing meta-cognitive reading strategies to strengthen reading comprehension for college and career readiness. | Education Standards AddressedR.2.1 Comprehend explicit details and main ideas in a text. Summarize main ideas.R.2.2 Summarize details and ideas in text.Explain the primary implications of the text.R.2.4 Infer implied main ideas in paragraphs or whole texts. Transfer concepts and principles from reading to a new context. |
| **Determine** **the reading purpose** **(and engage students** **in the topic)** |  * After stating our purposes for the reading (above), I engaged students in the topic by brainstorming what they knew or think they knew about the Vietnam War, the era, itself, and whether they knew of anyone who fought there.
* Next, students watched a short introductory video about the Vietnam War, which we discussed afterward, and they examined a map of the country, which I posted on the white board.
* Finally, I passed out the article, “The Vietnam Trap,” which students previewed, and gleaned from the title and subtitle that the purpose for reading this text, which was to find out why the Vietnam War lasted so long and was so unpopular.

    **30 Minutes** |  **Materials Needed**1. “The Vietnam Trap”

*(from Amazing Century 1960-1975)*1. Computer Access, PBS intro.Vietnam War video
2. Map of Vietnam
3. Summarizing graphic Org. & Group Summarizing Instructions (based on This is About/”This is Really About” Chart on p. 221 \*

 1. Metacognitive Reading Log *p.116 \**
2. Transparencies & transparency markers

\* fr \* Materials from Reading for Understanding texttte |
| **Select and use** **reading strategies appropriate****to** **the** **purpose** | * I modeled for students how to use a *Metacognitive Reading Log,* and

asked them to use the log during their reading to help them identify what they found confusing in the text, and to list any terms, people or events that they thought were important to understanding the text. * I modeled for students and asked them to *mark their text ,* i.e. underline

the first two sentences (where the main idea often lies), circle powerful verbs, and box repeating words to help themselves focus on comprehend-ing the main ideas.* After students were finished reading the entire article, I assigned each group a section of the text to *summarize.* Each student was responsible for independently summarizing, and then sharing their summaries with their group. Then, as a group, students discussed and revised their summaries

 to produce the best summary for their section, using a *Group Summarizing Handout.* **\**reading strategies are italicized***  **1 hour** |
| **Monitor comprehension and adjust reading strategies** |   I walked around the class to observe how students were doing on their summarizing, and if they  were marking their text, and I found that many students were confused about how to summarize a certain segment of text.  I took this opportunity to have a class discussion, and asked who else was having a problem summarizing this section, and if anyone could explain why they thought that this was a difficult section to summarize. Students agreed that it was because there was a lot of background information that included many countries and dates.  I asked students what reading strategies they thought they could use to help them navigate the passage. After listing some of the “fix-it” strategies, like “re-read” and “using a time line,” etc. the class agreed that we could “ignore” the background information and instead, focus on the 5-Ws to extract the main idea. (S*tudents expressed relief when they realized that the most important idea* *from the passage was about a person: Ho Chi Mihn who established and led the communist army in No. Vietnam.)*   I noticed when reading some of their summaries that some students had forgotten how to summarize! *(This reminded me that I should have modeled summarizing at the beginning of the lesson, even though I had done this many times before).*  I reviewed summarizing skills with these students, and gave them a *summarizing graphic organizer* to use.  |
| **Analyze the content and reflect on the underlying meanings** | * Students analyzed the content of their summaries by comparing their summaries with their group; then as a group, they combined their ideas into one over-all summary.
* Day two, each group posted their summary section of the article on the whiteboard, and the “*spokespeople”* of each group read their summary to the class.
* Students wrote a short reflection explaining the reasons cited in the text why the Vietnam War

 lasted so long and was so unpopular. **45 minutes**  |
| **Integrate the content with prior knowledge to address the reading purpose** | As part of their written reflection assignment (above) students were asked to write and compare the Vietnam War to other places, people or events that they were reminded of either in the past or present. Day two, students were invited to read their reflection with the class.   **15 minutes**  |  |

**Assessment:** Student articles (so I could see if they were marking their texts in a way that made sense), their individual summaries, and their reflection papers.