

Impact of War: *The Things They Carried* by Tim O'Brien

Driving Question: How does war change the individual (self) and society both during the war and for years to come?

Sample Calendar of Assignments:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|--|---|
| Introduction to the text Background information on the Vietnam War Pre-assessment - Squaring off activity Exit Ticket | Chapters 1&2 Discussion Introduction to Presentation Vocabulary Activity | Article connections with current events Discussion on what people carry with them | Chapters 3&4 Discussion & Social Media Discussion | Introduction to Piktochart Presentation workday |
| Chapter 5&6 Journal Entries Due Quick Discussion Writing Activity | Chapters 7&8 Discussion Tim O'Brien Video | Group Activity | Chapters 9&10 Quiz #1 Journal Entries Due Work on Piktochart After Quiz | Bellringer Activity Chapters 11&12 Discussion |
| Chapters 13-15 Discussion Presentation Review | Chapters 16-18 Discussion Song Analysis | Presentation workday | Chapters 19-22 Discussion Piktochart Due Exit Slip | Final Quiz #2 Work on Journal Entries After Quiz |
| First | Second | | | |

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|---------------------|-----------------------------------|--|--|--|
| Presentation Day | Presentation Day | | | |
| Journal Entries Due | Self-Assessment Due by Next Class | | | |

Appendix I includes the questions intended to guide students reading as well as lead discussion in class.

Students will KNOW:

- Terms used in poetry analysis.
- The appropriate way to discuss controversial topics and portray what they know, feel, or believe.
- The impact of war on society.
- Similarities and differences between the main text and current events/other texts
- How to research and analyze texts.
- How to respond thoughtfully to evidence present within the issue of war and its effects.

Students will UNDERSTAND:

- Character development and its impact on the text.
- What facts, definitions, quotations, details, and examples are most significant and relevant to the audience (reader).
- Transitions and syntax in their own writing and the writing of others.
- How war impacts a person and community.
- The impact of war on a novel.
- What people carry may not be a physical object.
- How to support claims with evidence from the text.

Students will DO:

- **Prepare** for class discussions by thoroughly reading the text(s).
- **Engage** in discussion concerning the text and how it relates to current events and war in general.
- **Research** and **analyze** current event articles on war and events taking place due to the outcome of war.
- **Respond** thoughtfully to evidence present within the issue of war and **discuss** the effects.

- **Participate** in guided discussions on what people carry and how this plays a role in their lives.
- **Lead** a discussion **citing** strong textual evidence when necessary.
- **Infer** where the text leaves matters uncertain and where the text may lead the reader.
- **Create** a well researched presentation/project that enhances classmate understanding of the topic and novel.
- **Demonstrate** understanding of character development.
- **Infer** about the text and about war in general.
- **Discuss** controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.

Day 1

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

S standards:

SL.11-12.1.A

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.

RL.11-12.1

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.

SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

O bjectives: (These are the same for the entire unit)

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
- *TLW Engage* in discussion concerning the text and how it relates to current events and war in general.
- **Research** and **analyze** current event articles on war and events taking place due to the outcome of war.
- *TLW Respond* thoughtfully to evidence present within the issue of war and **discuss** the effects.
- *TLW Participate* in guided discussions on what people carry and how this plays a role in their lives.
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- *TLW Demonstrate* understanding of character development.
- *TLW Infer* about the text and about war in general.
- *TLW Discuss* controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.
- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.

- *TLW* **relate** character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- As the teacher, I will need to help prepare my students for the upcoming novel and analysis by introducing them to some background information. First, I will briefly introduce the novel and show students a map, explaining to them the geography of Vietnam as referenced in the novel. Then, students will actively watch the short video (see Appendix G “Related Resources”) that offers a brief reading by Tim O’Brien (approx. 3 minutes). After viewing the videos, students will have 2-3 minutes to Think, Pair, Share their predictions on how life in the Vietnam war era played a role in Tim O’Brien’s writing. (2-3 minutes)
- The students will participate in a teacher led discussion in which the major themes of the unit are introduced. (10 minutes)
- The students will take part in a “squaring off” activity. The teacher will read off topics and concepts that relate to the unit. Students will move to one of four areas around the room that will designate: “I know very little,” “I know some,” “I know a lot,” “I know all about this!” Students will discuss the topic, what they know, and why they chose to stand in the given area. (20-25 minutes)
- Students will then complete their exit ticket to prepare for a vocabulary activity the next day. The exit ticket is called a “meet and greet” (appendix M) and students will be given the vocabulary from Appendix P in order to complete it. (5-10 minutes)

Assessment:

- There is no formal assessment for this day. The teacher will assess student understanding based on observation during the discussion and squaring off activity and alter future discussion and assignments based on this assessment. They will also utilize a formative assessment in order to create a vocabulary activity for the next day.

Day 2

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

SL.11-12.1.A

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.

RL.11-12.1

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.

SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
- *TLW Engage* in discussion concerning the text and how it relates to current events and war in general.
- **Research** and **analyze** current event articles on war and events taking place due to the outcome of war.
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- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The students will participate in a bellringer activity that poses the overarching question for the unit: “How does war change the individual (self) and society both during the war and for years to come?” Each student will write down their answer in order to compare it to their answer at the end of the unit. The class will discuss their thoughts prior to discussing the novel. (5 minutes)
- The students will participate in a teacher led discussion in which the major themes of the unit are introduced and the first two chapters analyzed. The discussion rather than centering around plot, will take into consideration the driving questions found in Appendix I. Further discussion may stem from these topics or further questions that students have concerning the text. The teacher will model how future student led discussions on this particular text will look like. (20 minutes)
- The teacher will introduce the presentations that students will prepare to further understand the text. Appendix C and D are examples of the project instructions and rubric. (2-3 minutes)
- The teacher will introduce the journal entry assignment present in Appendix E and the rubric in Appendix F. Students had a previous unit on narrative writing, which means they will be able to further their skills through this unit. (2-3 minutes)
- Students will be grouped in 3-4 students per group intentionally by the teacher based on diverse skills.
- Students will engage in a vocabulary activity called Trio Master. Appendix Q offers instructions on the activity. These instructions will be briefly explained and placed on the board for students to reference. Appendix P offers an example of the vocabulary words that may be used in this activity to introduce students to some of the words from the text (approx 20 minutes). Appendix M goes over the preassessment called Meet and Greet that the students will have completed as their Ticket to Leave the day prior. This pre-assessment will allow me to put students in initial groups that allow them to review the vocabulary they need the most work on.

Assessment:

- There is no formal assessment for this day. The teacher will assess student understanding based on observation during the discussion and alter future discussion and assignments based on this assessment.

Day 3

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper, netbooks or laptops

Standards:

SL.11-12.1.C

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.

SL.11-12.1.D

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.

Objectives:

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- *TLW Discuss* controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.
- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The teacher will begin class by posing the question: “What do people carry with them?” The class will be encouraged to discuss how there are both physical and emotional facets to the answer. Discussion will also include how what people carry affects their lives and the lives of the people around them. This will be a think, pair, share activity. Students will think of and write down their answer to this question, discuss it with the person next to them, and then share it with the class. (10 minutes)
- The class will transition into a small group activity, in which students will be grouped at random, that has students working on the netbooks/laptops. Students will look through the news websites provided in Appendix G to find articles about the current wartime situation. Then, students will be asked to Research, Retell, Respond, and Relate to the articles they have found. Students will be aware of how to research the database due to previous research assignments, but Appendix G contains a link to MLA citation reminders. (30 minutes)
- The large group will reconvene and each group will give a brief recap of what their groups discovered and how that relates to the novel (what they have read so far). (10 minutes)

Assessment:

- There is no formal assessment on this day. The teacher will assess student understanding based on observations during discussion and group work time when the teacher will walk about the room. Additionally, each group will turn in a brief response to the Research, Retell, Respond, and Relate activity that the teacher will look through and determine where student understanding is at.

Day 4

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Pen/Pencil, Paper

Standards:

SL.11-12.1.C

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.

SL.11-12.1.A

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.

RL.11-12.1

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.

SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
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- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- Students will circle their desks in order to better engage in discussion.
- The students will lead a discussion on chapters three and four, analyzing how the text (so far) helps to answer the overarching question of the unit. The format for the socratic seminar is shown in Appendix J.
- The students will lead a discussion intended to answer the question “How does media and now social media play a role in war time engagement?”
- The students will take structured notes on their discussion which will be turned in at the end of the unit. An example of this is shown in Appendix K.
- The teacher will act as mediator rather than leading the discussion.

Assessment:

- There is no formal assessment for this lesson. Rather, the teacher will observe how students participate in discussion. Students will be asked to take thorough notes on the discussion, but these will not be turned in and assessed until the end of the unit. The notes are intended to encourage participation in the conversation.

Day 5

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Laptops, Pen/Pencil, Paper

Standards:

SL.11-12.4

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.

W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Objectives:

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- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The teacher will introduce the presentations by going through the assignment and the rubric, explaining to students how they can best compile their information. (If possible the teacher will provide an example of a student presentation from years prior)
- The teacher will introduce the piktochart assignment, explaining to students how they can use this within their final presentation. An example of an appropriate piktochart is provided in Appendix L.
- Students will meet in the library to work on their presentations. Students will be expected to start their presentations before this day, but will continue working on their projects to find further research and expand their thoughts.
- The teacher will walk freely between groups to help answer questions and direct them towards important research.

Assessment:

- The presentation of this project will include a formal assessment based on the rubric provided with the initial assignment. However, on this particular day there will be no formal assessment.

Day 6

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

SL.11-12.1.A

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.

RL.11-12.1

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.

W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
- *TLW Engage* in discussion concerning the text and how it relates to current events and war in general.
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- *TLW* **relate** character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The students will engage in a full class, brief overview of the chapters they read for the day. At this time the floor will be open for any questions concerning the novel or the assigned projects. The teacher will use the questions from Appendix I to lead the discussion and then open it up for further inquiry.
- The students will turn in their first journal entry, which will be graded on the rubric in Appendix F.
- The students will be put into pairs based on the seating arrangement. The pairs will engage in a close reading of the poem *The Soldier* by Rupert Brooke. To make the most of the close read students will be asked to make annotations within the poem that highlight comparisons and contrasts to the novel. The link for this poem will be found in Appendix G. The students will then compare and contrast the poems tone, themes, and overall impact to that of the novel. The graphic organizer in Appendix H will be provided for students to fill in for assessment.
- The teacher will walk around to listen to groups and help them with any questions they may have.
- Students will turn in their writing activity at the end of the period.

Assessment:

- Students will be graded on their ability to cite evidence as they compare and contrast the two provided texts. They will be given points based on their participation in the writing activity as well as their ability to interpret the texts based on the materials they turn in at the end of the period.
- Students will be assessed on their understanding of character development throughout the text. This assignment also includes their ability to develop and maintain reader interest and organize their thoughts within their journals. The rubric for the journal assignment can be found in Appendix F.

Day 7

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

S

Standards:

SL.11-12.1.A

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.

O

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
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- *TLW relate* character analysis to everyday interactions with people outside the classroom.

L

Learning Activities:

- The students will participate in a bellringer that asks them to predict how Tim O'Brien was influenced by the war.
- Students will actively watch a speech by Tim O'Brien to find out how the war influenced his writings, specifically that of *The Things They Carried*. Students will be asked to

make at least 4 comments in academic language on the film. These comments should answer the questions:

- How was Tim O'Brien influenced by the war?
 - How does he display his views in his writing?
 - How do you think writing can help O'Brien deal with the things he saw during the war?
 - What impact do you think the writer's experiences have on the tone/outcomes/etc. Of the novel?
- Class will dismiss with a quick recap of the question posed at the beginning of class.

Assessment:

- Students participation in commentary on the movie will be assessed based on the expectations for their answers noted above.

Day 8

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper, Notecards

Standards:

SL.11-12.1.C

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.

RL.11-12.1

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.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
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- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The teacher will prepare the room by dividing it into two designated sides representing “agree” or “disagree.”

- The teacher will introduce the group activity by modeling how students will be expected to participate in discussion. A link to the PowerPoint that will be up on the board is found in Appendix G and the text is provided in Appendix N.
- The students will participate in a discussion based on quotes from the text. The quotes can be found in Appendix B. Students will move through each quote deciding whether or not they agree with what the statement means or disagree with it. Those that agree will move to one side of the room and those that disagree will move to the other. Then, the class will discuss why they believe what they have chosen and will use textual evidence or well thought out opinions to back up their choice.

Assessment:

- There is no formal assessment for this lesson, however the teacher will listen to and mediate the conversation, observing the students' understanding.

Day 9

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

RL.11-12.1

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.

W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
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Learning Activities:

- The students will turn in their second journal entry, which will be graded based on the rubric in Appendix F.
- Students will take the quiz in Appendix A, following the directions as stated on the quiz.

- An anchor activity will be provided for students who complete the quiz before the end of the period. This may include working on journal entries, reading the text, or working on their piktochart.

Assessment:

- Students will be assessed on their understanding of character development throughout the text. This assignment also includes their ability to develop and maintain reader interest and organize their thoughts within their journals. The rubric for the journal assignment can be found in Appendix F.
- Students will be assessed based on their reading comprehension ability as well as their development of the essay. Organization of thoughts is an important aspect of their response, as they will not be expected to have a full understanding of the overarching question at this point in the unit.

Day 10

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

SL.11-12.1.A

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RL.11-12.1

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.

SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Objectives:

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- *TLW Participate* in guided discussions on what people carry and how this plays a role in their lives.
- *TLW Lead* a discussion **citing** strong textual evidence when necessary.
- *TLW Infer* where the text leaves matters uncertain and where the text may lead the reader.
- *TLW Create* a well researched presentation/project that enhances classmate understanding of the topic and novel.
- *TLW Demonstrate* understanding of character development.
- *TLW Infer* about the text and about war in general.
- *TLW Discuss* controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.
- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The students will participate in a bellringer activity that asks them to identify 3 examples of figurative language used in “The Sweetheart of the Song Tra Bong” (Chapter 9). They will then be asked to answer the question “Why do you think Tim O’Brien chose to use figurative language so heavily in this story?” Each student will write down their answers and the class will discuss their thoughts prior to discussing the novel. (20 minutes)
- The students will participate in a teacher led discussion in which the major themes of stories 11 and 12 are introduced and analyzed. The discussion rather than centering around plot, will take into consideration the driving questions found in Appendix I. Further discussion may stem from these topics or further questions that students have concerning the text. (30 minutes)

Assessment:

- There is no formal assessment for this day. The teacher will assess student understanding based on observation during the discussion and alter future discussion and assignments based on this assessment.

Day 11

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

SL.11-12.1.A

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.

RL.11-12.1

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.

SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
- *TLW Engage* in discussion concerning the text and how it relates to current events and war in general.
- **Research** and **analyze** current event articles on war and events taking place due to the outcome of war.
- *TLW Respond* thoughtfully to evidence present within the issue of war and **discuss** the effects.
- *TLW Participate* in guided discussions on what people carry and how this plays a role in their lives.
- *TLW Lead* a discussion **citing** strong textual evidence when necessary.
- *TLW Infer* where the text leaves matters uncertain and where the text may lead the reader.
- *TLW Create* a well researched presentation/project that enhances classmate understanding of the topic and novel.
- *TLW Demonstrate* understanding of character development.
- *TLW Infer* about the text and about war in general.
- *TLW Discuss* controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.
- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The students will participate in a teacher led discussion in which the major themes of stories 13-15 will be introduced and analyzed. The discussion rather than centering around plot, will take into consideration the driving questions found in Appendix I. Further discussion may stem from these topics or further questions that students have concerning the text. The teacher will model how future student led discussions on this particular text will look like. (20 minutes)
- Students will then find their presentation groups and review another groups presentation project based on the rubric in Appendix D. Students will take notes and make suggestions for improvement. These suggestions will be take into consideration as students continue to finalize their presentation. (30 minutes)

Assessment:

- There is no formal assessment for this day. The teacher will assess student understanding based on observation during the discussion and alter future discussion and assignments based on this assessment.

Day 12

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

SL.11-12.1.A

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.

RL.11-12.1

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.

SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
- *TLW Engage* in discussion concerning the text and how it relates to current events and war in general.
- **Research** and **analyze** current event articles on war and events taking place due to the outcome of war.
- *TLW Respond* thoughtfully to evidence present within the issue of war and **discuss** the effects.
- *TLW Participate* in guided discussions on what people carry and how this plays a role in their lives.
- *TLW Lead* a discussion **citing** strong textual evidence when necessary.
- *TLW Infer* where the text leaves matters uncertain and where the text may lead the reader.
- *TLW Create* a well researched presentation/project that enhances classmate understanding of the topic and novel.
- *TLW Demonstrate* understanding of character development.
- *TLW Infer* about the text and about war in general.
- *TLW Discuss* controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.
- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The students will participate in a teacher led discussion in which the major themes of the unit are introduced and the first two chapters analyzed. The discussion rather than

centering around plot, will take into consideration the driving questions found in Appendix I. Further discussion may stem from these topics or further questions that students have concerning the text. The teacher will model how future student led discussions on this particular text will look like. (10 minutes)

- Students will participate in an activity in which they listen to various songs that were popular throughout the Vietnam War era. They will then pair off and analyze the lyrics of one song using their knowledge from the previous poetry analysis unit to dive into the lyrics. An example of a song that may be used is shown in Appendix R. Once students have analyzed their poem each group will create a brief poster highlighting key information from the song. Students will post this on the wall and each group will go on a walk about to see how different songs played a role during wartime. (30-40 minutes)

Assessment:

- There is no formal assessment for this day. The teacher will assess student understanding based on observation during the discussion and alter future discussion and assignments based on this assessment.

Day 13

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

SL.11-12.4

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.

W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
- *TLW Engage* in discussion concerning the text and how it relates to current events and war in general.
- **Research** and **analyze** current event articles on war and events taking place due to the outcome of war.
- *TLW Respond* thoughtfully to evidence present within the issue of war and **discuss** the effects.
- *TLW Participate* in guided discussions on what people carry and how this plays a role in their lives.
- *TLW Lead* a discussion **citing** strong textual evidence when necessary.
- *TLW Infer* where the text leaves matters uncertain and where the text may lead the reader.
- *TLW Create* a well researched presentation/project that enhances classmate understanding of the topic and novel.
- *TLW Demonstrate* understanding of character development.
- *TLW Infer* about the text and about war in general.
- *TLW Discuss* controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.

- *TLW* **recognize** the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW* **relate** character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The teacher will introduce the presentation workday by once more going through the rubric with the class.
- Students will meet in the library to work on their presentations. Students will be expected to start their presentations before this day, but will continue working on their projects to find further research and expand their thoughts.
- The teacher will walk freely between groups to help answer questions and direct them towards important research.

Assessment:

- The presentation of this project will include a formal assessment based on the rubric provided with the initial assignment. However, on this particular day there will be no formal assessment.

Day 14

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

SL.11-12.1.A

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.

RL.11-12.1

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.

SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
- *TLW Engage* in discussion concerning the text and how it relates to current events and war in general.
- **Research** and **analyze** current event articles on war and events taking place due to the outcome of war.
- *TLW Respond* thoughtfully to evidence present within the issue of war and **discuss** the effects.
- *TLW Participate* in guided discussions on what people carry and how this plays a role in their lives.
- *TLW Lead* a discussion **citing** strong textual evidence when necessary.
- *TLW Infer* where the text leaves matters uncertain and where the text may lead the reader.
- *TLW Create* a well researched presentation/project that enhances classmate understanding of the topic and novel.
- *TLW Demonstrate* understanding of character development.
- *TLW Infer* about the text and about war in general.
- *TLW Discuss* controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.
- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The students will participate in a teacher led discussion in which the major themes of the final stories are introduced and analyzed. The discussion rather than centering around plot, will take into consideration the driving questions found in Appendix I. Further discussion may stem from these topics or further questions that students have concerning the text. (10 minutes)

- Students will participate in the “strange but true” activity shown in Appendix S. Students may complete this independently or in a group setting. (30 Minutes)
- Students will complete an exit slip that answers the following: In “Ghost Soldiers,” Tim O’Brien describes his experiences being injured in battle not once, but twice. Explain how O’Brien was wounded and what impact it had on him (ie. his mental health, comfort, mobility, relationships...) Use specific examples from the text. (10 minutes)

Assessment:

- Students will be assessed based on their understanding of the text, their ability to show their understanding in written form, and their use of textual evidence.

Day 15

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

RL.11-12.1

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.

W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Objectives:

- *TLW* **Prepare** for class discussions by thoroughly reading the text(s).
- *TLW* **Engage** in discussion concerning the text and how it relates to current events and war in general.
- **Research** and **analyze** current event articles on war and events taking place due to the outcome of war.
- *TLW* **Respond** thoughtfully to evidence present within the issue of war and **discuss** the effects.
- *TLW* **Participate** in guided discussions on what people carry and how this plays a role in their lives.
- *TLW* **Lead** a discussion **citing** strong textual evidence when necessary.

- *TLW Infer* where the text leaves matters uncertain and where the text may lead the reader.
- *TLW Create* a well researched presentation/project that enhances classmate understanding of the topic and novel.
- *TLW Demonstrate* understanding of character development.
- *TLW Infer* about the text and about war in general.
- *TLW Discuss* controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.
- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- Students will take the quiz in Appendix O, following the directions as stated on the quiz.
- If students complete their quiz with extra time then they will be able to work on their final journal entries that are due the next day.

Assessment:

- Students will be assessed on their understanding of character development throughout the text. This assignment also includes their ability to develop and maintain reader interest and organize their thoughts within their journals. The rubric for the journal assignment can be found in Appendix F.
- Students will be assessed based on their reading comprehension ability as well as their development of the essay. Organization of thoughts is an important aspect of their response, as they will not be expected to have a full understanding of the overarching question at this point in the unit.

Day 16 - 17

Grade Level: 11

Subject(s) Area: English

Materials Needed: Books, Projector, Pen/Pencil, Paper

Standards:

RL.11-12.1

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.

SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Objectives:

- *TLW Prepare* for class discussions by thoroughly reading the text(s).
- *TLW Engage* in discussion concerning the text and how it relates to current events and war in general.
- **Research** and **analyze** current event articles on war and events taking place due to the outcome of war.
- *TLW Respond* thoughtfully to evidence present within the issue of war and **discuss** the effects.
- *TLW Participate* in guided discussions on what people carry and how this plays a role in their lives.
- *TLW Lead* a discussion **citing** strong textual evidence when necessary.
- *TLW Infer* where the text leaves matters uncertain and where the text may lead the reader.
- *TLW Create* a well researched presentation/project that enhances classmate understanding of the topic and novel.
- *TLW Demonstrate* understanding of character development.
- *TLW Infer* about the text and about war in general.
- *TLW Discuss* controversial topics **supporting** their responses with thorough evidence from the text and well developed opinions.
- *TLW recognize* the importance of textual analysis for the ACT/SAT, higher education, and/or the workforce.
- *TLW relate* character analysis to everyday interactions with people outside the classroom.

Learning Activities:

- The first 4 groups of students will present their projects on day one and the remainder on day two, making sure to keep it within the time limit.
- The intent is for the class to be fully engaged and the students will participate in a peer evaluation by making comments on the rubric in Appendix D.
- Each group will have had a choice as to what presentation method they wish to use, but must stay within the confines of their topic as far as material is concerned.
- Students will turn in a self-assessment based on the rubric provided for the presentation. This will be due on the day after final presentations are completed and must include a note on how they would now answer the driving question of the unit.

Assessment:

- Students will be assessed based on their adherence to the topic, their creativity within the presentation, and the overall flow, student engagement, and organization of the project. Their grade will be based upon the rubric in Appendix D and peer evaluations will be included to provide students with further feedback.

Appendix A

Name _____

Date _____

Period _____

The Things They Carried

Quiz #1

“The Things They Carried” through “Stockings”

Directions: Please read the following prompts carefully and respond to them to the best of your ability. This quiz is composed of multiple choice, true/false, short answer, and one “essay” question.

1. How does Lieutenant Cross change after he burns them? (1 point)
 - a. He says he will no longer tolerate laxity.
 - b. He says he will distance himself from his men.
 - c. He says he will dispense with love.
 - d. He says all of the above.
2. What was Martha’s response when Lieutenant Cross told her that he loved her? (1 point)
 - a. She tells him that she loves him too.
 - b. She looks at her watch and says it’s getting late.

- c. She says thank you.
 - d. She is speechless and joyful.
3. Which character is shot in the head on the way back from going to the bathroom? (2 points)
 4. Why did Lieutenant Jimmy cross burn Martha's letter? How does this impact the novel? (3 points)
 5. What does Mitchell Sanders mail to the draft board in Ohio? (2 points)
 6. Norman Bowker tells O'Brien that if he could have one wish, he would wish for_____. What does this suggest? (3 points)
 7. O'Brien writes, "The man who opened the door that day is the hero of my life" (45). What trait does O'Brien repeatedly emphasize about this man? (2 points)
 8. Why does O'Brien say, "I would not be brave" (45)? (2 points)
 9. Jensen felt so much guilt after this fight that he: (2 points)
 10. What do Jensen and Strunk promise each other? Why? (3 points)
 11. How does Jensen feel when he learns that Strunk dies in the helicopter? (2 points)
 12. True or False Martha was never married. (1 point)
 13. True or False. O'Brien left a note for his parents before leaving. (1 point)
 14. True or False. The dentist pulled out a man's tooth even though there was nothing wrong with it. (1 point)

15. “Essay Prompt”

Directions: Choose **one** of the three prompts below and thoroughly discuss the impact of the novel. You should:

- Write a response that is 1-2 paragraphs in length.
 - Address the question with the novel in mind.
 - Use complete sentences and proper grammar.
 - Write in complete thoughts, showing your understanding of beginnings, transitions, and conclusions. (10 points)
- a. How do you think that the the first half of the novel demonstrates how war impacts the countries, soldiers, and people in and outside the war zone?
 - b. What impact do you think that lists (listing) have within the novel and how do you see the impact of lists within society today?
 - c. Based on what you have read so far, how do you think that this book makes an impact on the reader and society as a whole?

Appendix B

The Things They Carried

Group Activity

Directions: As a full class discuss whether you agree or disagree with the following statements taken directly from *The Things They Carried*. These quotes come from the first half of the book (what we have read so far).

1. “The waiting was worse than the tunnel itself. Imagination was a killer” (10).
2. “The bad stuff never stops happening: it lives in its own dimension, replaying itself over and over” (31).
3. “I should forget it. But the thing about remembering is that you don’t forget” (33).
4. “What sticks to memory, often, are those odd little fragments that have no beginning and no end:” (34).
5. “A sudden need to be elsewhere... is the natural response to a confession” (36).
6. “Almost everything is true. Almost nothing is true” (77).

Appendix C

The Things They Carried Presentations

Directions: The class will be split into seven groups assigned the following topics:

Group 1–Overview of the Vietnam War

Group 2–Causes of the Vietnam War & The Gulf of Tonkin Resolution

Group 3–The Vietnam War draft and draft dodgers

Group 4–The Tet Offensive and the Battle of KheSanh

Group 5 –War Crimes and the My Lai Massacre

Group 6–The anti-war movement at home including protests and media coverage

Group 7–Tim O’Brien

Each group will then prepare a presentation that is designed to teach the rest of the class about each particular topic. Be creative! Your presentation does not have to simply be a Power Point, although that is an acceptable option. Examples of possible presentation methods include:

- Power Point
- Prezi
- Videos (of your own creation)
- A game
- Interactive materials or stations

Please make sure to approve your method of presentation with me prior to beginning your project!!!

Presentations should:

- Be approximately 10 minutes in length
- Teach the class about your group’s topic in a comprehensive manner.
- Be easy to understand, error free, informative, and visually appealing.
- Include all members of the group participating in the presentation.
- **Not** be read off of the PowerPoint slides/Prezi/Etc. during the presentation.
- Include a Works Cited page (MLA format is required)

See the attached rubric for further understanding of how the presentations will be graded.

Standards addressed:

CCSS.ELA-LITERACY.SL.11-12.4

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.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Appendix D

***The Things They Carried* Presentation Rubric**

| Criteria | | Ratings | | Points |
|----------------------------------|---|---|--|--------|
| Focus | The presentation clearly displays the topic with evidence of thorough research. The information within the presentation is factual and stays within the realm of the assigned topic. They encapsulate the full realm of the topic--hitting all major themes. 15 points | The presentation displays the topic with some evidence of research. The information within the presentation is factual and the majority stays within the realm of the assigned topic. Some major themes are addressed. 11 points | The presentation strays from the topic and lacks thorough evidence of research. The information within the presentation lacks factuality and strays from the assigned topic. 7 points | 15 |
| Creativity & Audience Engagement | The presentation displays signs of creative thought including intentional attention getters. | The presentation shows few signs of creative thought with some attention getters, though | The presentation shows little to no sign of creative thought or attention getters. There | 10 |

| | | | | |
|------------------------------------|--|--|---|-----------|
| | Maintains class interest and engages fellow classmates. 10 points | they may not be intentional. The presentation seems to maintain class interest with little to no intentional engagement. 7 points | seems to be little to no class interest and no intentional engagement of fellow classmates. 5 points | |
| Cohesion & Organization | The presentation shows advanced understanding of cohesion of topic, transitions, and engagement. The presentation is organized in a logical sequence. 15 points | The presentation shows some understanding of cohesion of topic, transitions, and engagement. The presentation is somewhat organized to follow a logical sequence. 11 points | The presentation lacks cohesion of topic, transitions, and engagement. Logical organization of sequence is nearly absent. 7 points | 15 |
| Conclusion | The conclusion ends with a summary of the topic assigned and how it relates to the text. 5 points | There seems to be some type of conclusion, but it lacks the appropriate summary of the topic and relation to the text may be absent. 3 points | Any type of conclusion seems unclear and relation to the text may be absent. 1 point | 5 |
| Time Conscious | The presentation stays within the time limit with little to no rushing and/or elongating of information. 5 points | The presentation stays within 3 minutes of the time little with little to no rushing and/or elongating of information. 3 points | The presentation ignores the time limit and may contain rushing and/or elongating of information. 1 point | 5 |
| Works Cited | The presentation contains a thorough works cited in MLA format with no errors. 10 points | The presentation contains a mostly thorough works cited in MLA format with little to no errors. 7 points | The presentation contains a works cited page, but seems to lack an understanding of MLA format with many errors. 5 points | 10 |
| | | | | Total: 60 |

Appendix E

***The Things They Carried* Journal Assignment**

Directions: This is a creative writing project. You will choose one of the following prompts or develop your own (approved) prompt to write a 2-3 paragraph journal entry that displays your understanding of and analysis of certain elements of character development. Adopt the role of one of the characters. Then, keeping in mind the audience, write about the topic given the format.

****You will do one of these journal entries per week throughout the unit.****

| Role | Audience | Format | Topic |
|------------------------|-----------------|-------------------|---|
| Lieutenant Jimmy Cross | Martha | Song | Love and loss of Martha |
| Ted Lavender | Army General | Formal Evaluation | Lieutenant Cross's leadership |
| Mitchell Sanders | The draft board | Letter | His feelings on the war and his reasons behind mailing lice |
| O'Brien | Himself | Soliloquy | Receiving a draft letter |
| Norman Bowker | Father | Letter | Not winning a medal |

OR

Name
:

Date:

Chapter:

**Pages
read:**

Directions: For each chapter of the reading assignment write an at least ½ page journal entry. Within each entry include your thoughts, questions, and reactions to what you read. Please include quotes from the text as well as page numbers, so that you may use this journal as a reference during class discussions. Then, end each journal entry by either discussing the overarching question of the unit (How does war change the individual (self) and society both during the war and for years to come?) or discussing how the chapter(s) have addressed your final project topic.

Standards addressed:

- CCSS.ELA-LITERACY.W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- CCSS.ELA-LITERACY.W.11-12.3.B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- CCSS.ELA-LITERACY.W.11-12.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- CCSS.ELA-LITERACY.RL.11-12.1: 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.

Appendix F

The Things They Carried Journal Rubric

Attention! Please recall the narrative writing we worked on in our short story unit. This will be graded in the same way (in fact, this is almost the same rubric).

| Criteria | | Ratings | | Points |
|---|--|---|--|--------|
| Exposition | The text is creative in nature, engaging the reader in a well-developed observation of character developments. 5 points | The text is creative in nature, showing some understanding and observations on character development. 3 points | The text lacks creativity and shows little to no understanding or interpretations of character development. 1 point | 5 |
| Narrative Techniques and Development | The text demonstrates sophisticated narrative techniques--such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines--to develop character and experiences. 10 points | The text uses narrative techniques, such as dialogue, description, reflection, to show events, characters, and/or experiences. 7 points | The text lacks narrative techniques and merely retells events and/or experiences. 5 points | 10 |
| Organization and Displayed Understanding of Character Development | The text displays a complex understanding of the progression of experiences and character development. The techniques used throughout the text result in a crafted tone and outcome. 10 points | The text displays some understanding of the progression of experiences and character development. There is little to no confusion concerning the progression. 7 points | The text lacks a sequence or progression of experiences and character development. 5 points | 10 |
| Style and Conventions | The text uses sophisticated words and phrases, showing details | The text uses words and phrases, telling details and sensory language to | The text merely tells experiences, events, and characters. | 10 |

| | | | | |
|------------|---|---|---|--------------------------|
| | and rich sensory language and mood to convey a realistic picture of the character and events. 10 points | convey a picture of the character and events. 7 minutes | 5 minutes | |
| Conclusion | The text contains a conclusion that follows from and reflects on the experiences and development of the characters. 5 points | The text provides a conclusion that follows and may or may not reflect character development. 3 points | The text lacks an effective conclusion to the narrative. 1 point | 5 |
| | | | | Total: 40 (Per Entry) |

Appendix G

Other Resources:

The Things They Carried Video:

<https://www.pbslearningmedia.org/resource/12fb5ac7-fa4d-428a-af4b-54091bf293d5/the-things-they-carried-they-endured-video-ken-burns-lynn-novick-the-vietnam-war/>

Website Options:

<https://www.huffpost.com/section/teen>

<https://www.commonlit.org/en/texts>

<https://www.nytimes.com/spotlight/learning-article-of-the-day>

<https://newsela.com>

The Soldier: <https://www.poets.org/poetsorg/poem/soldier>

Tim O'Brien Interview: <https://www.youtube.com/watch?v=B8ivNokqT74>

MLA Citation Guide: <https://owl.english.purdue.edu/owl/resource/747/01/>

Activity for O'Brien Movie: <https://todaysmeet.com/>

'Agree' or 'Disagree' Activity:

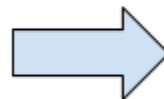
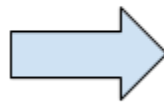
https://docs.google.com/presentation/d/1F9YuHKruvQPbLKzeRlfqXH20VFt0v73LYB8MivkPy7U/edit#slide=id.g1da3357576_0_110

- Supplemental texts/activities for excelling students:
 - <http://www.vietnamgear.com/Article.aspx?Art=150>
 - <https://www.npr.org/search?query=vietnam%20war&page=1&refinementList%5BhasAudio%5D=true>
 - <https://www.poetryfoundation.org/collections/144186/the-poetry-of-the-vietnam-war>
- For students who may need extra support or front loading activities this provides links to helpful graphic organizers, an audio recording of the entire novel to listen along to, and historical information and videos about the time period.
 - <https://www.britannica.com/biography/Tim-O'Brien>
 - <https://www.history.com/topics/vietnam-war>
 - <https://www.youtube.com/watch?v=XsbcnoA-K3M>
 - <https://www.youtube.com/watch?v=Y2IcmLkuhG0&list=PLr7TeCVlhGWWNatvUMoA9ImhnVncQxN3s>
 - <https://www.cliffsnotes.com/literature/t/the-things-they-carried/study-help/full-glossary-for-the-things-they-carried>

Appendix H

Directions: Filling in the boxes, comparing and contrasting aspects of the poem and the novel. Be sure to cite textual evidence to support your answers.

Compare



Contrast

Appendix I

Chapters 1 & 2:

1. What effect does the first chapter being written in third person have on its effectiveness as an introduction to the novel?
2. How does the list of the things that were carried resonate with you? What items are the most surprising? Most evocative of war?

Chapters 3 & 4:

1. Ponder O'Brien's theory of courage. What do you think of his statement about entering the war as an act of cowardice? How does this impact the novel?

Chapters 5 & 6

1. Often, in the course of his stories, O'Brien tells us beforehand whether or not the story will have a happy or tragic ending. Why might he do so? How does it affect your attitude towards the narrator?
2. According to O'Brien, how do you tell a true war story? What does he mean when he says that true war stories are never about war? What does he mean when he writes of one story, "That's a true story that never happened"?

Chapters 7 & 8

1. In "How to Tell a True War Story" from *The Things They Carried*, how is the setting of Mitchell Sanders story symbolic?
2. Why is Curt Lemon "all smiles" after having a healthy tooth pulled in "The Dentist" from *The Things They Carried*?

Chapters 9 & 10

1. In "Sweetheart of the Song Tra Bong," what transforms Mary Anne into a predatory killer? Does it matter that Mary Anne is a woman? How so? What does the story tell us about the nature of the Vietnam War?
2. The story Rat tells in "Sweetheart of the Song Tra Bong" is highly fantastical. Does its lack of believability make it any less compelling? Do you believe it? Does it fit O'Brien's criteria for a true war story?

Chapters 11 & 12

1. What conclusions can you draw from the story "Church" from *The Things They Carried* about how the monks view the Americans fighting in the monks' home country?
2. In what ways does the narrator's description of the dead man in "The Man I Killed" from *The Things They Carried* reveal more about him than about the dead man?

Chapters 13-15

1. How do the details of the aftermath of the village's destruction affect the mood in "Style" from *The Things They Carried*?

Chapters 16-18

1. How does the setting of "Speaking of Courage" from *The Things They Carried* act as a foil to Norman's Vietnam experiences?
2. What does the story "Notes" from *The Things They Carried* reveal about the narrator's struggle to learn to tell a "true" war story?

Chapters 19-22

1. How do "ghost soldiers" represent the particular challenges of the Vietnam War, as described in "The Ghost Soldiers" from *The Things They Carried*?
2. How does O'Brien's choice to use a fictional version of himself as a character in and narrator of *The Things They Carried* create both challenges and benefits for readers?

Appendix J

Socratic Seminar

How to Make it Work:

1. Speak so that all can hear you.
2. Listen closely.
3. Speak without raising your hands.
4. Refer to the text.
5. Talk to each other.
6. Ask for clarification. Don't stay confused.
7. Invite & allow others to speak.
8. Consider all viewpoints & ideas. Discuss ideas rather than each other's opinions.
9. Stick to the point under discussion; make notes about ideas you want to bring up later.
10. Know that you are responsible for the quality of the seminar.

One student will begin the discussion based on one of the driving questions and then each student will take notes. They will be graded on four categories:

- E: Encouragement (5 points)
- Q: Questioning (5 points)
- L: Listening (5 points)
- N: Notetaking (5 points)

Appendix K

Group Discussion Notes

Directions: Answer the three questions thoroughly based on the socratic seminar. These notes do not need to be in full sentences, but your comments should be clear.

1. How successful was the discussion? Do you have any remaining questions? If so, what are they?
2. Were you able to develop a greater understanding of concepts present within the novel? If so, what helped you to understand and what were the concepts?
3. How can you gain more from future seminars? How can you participate more fully in the future?

Appendix L

The Things They Carried

By:
Tim
O'Brien

1990

Published
Language:
English



Motifs



US Military Forces in Vietnam, 1964-1972

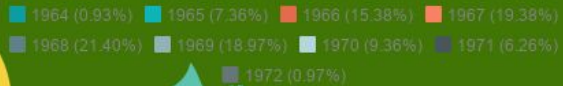


America In Vietnam

America's longest war to date that wounded a generation and divided a country.

26%

of soldiers found to have PTSD



1.8 Million 3.4 Million

Americans Drafted

Americans Deployed

Can Opener

Pocket Knife

Heat Tablets

USO Stationary



Appendix M - Meet & Greet Activity

Students will be given a list of possible vocabulary words for the unit and asked to place them in the appropriate column based on their understanding of the word.

| Words I know | Words I Have Seen or Heard but Do Not Use | Words I have Never Seen or Heard |
|--------------|---|----------------------------------|
| | | |

Appendix N - Power Point Wording

Directions: As a full class discuss whether you agree or disagree with the following statements taken directly from *The Things They Carried*. These quotes come from the first half of the book (what we have read so far).

1. “The waiting was worse than the tunnel itself. Imagination was a killer” (10).
2. “The bad stuff never stops happening: it lives in its own dimension, replaying itself over and over” (31).
3. “I should forget it. But the thing about remembering is that you don’t forget” (33).
4. “What sticks to memory, often, are those odd little fragments that have no beginning and no end.” (34).
5. “A sudden need to be elsewhere... is the natural response to a confession” (36).
6. “Almost everything is true. Almost nothing is true” (77).

When The Statement is read you will either...

Agree

Share your explanation with a partner who agrees

Share you & your partner’s explanation with the other group who disagrees

Defend your answer with logical reasoning

Give an example

Cite textual evidence if it is required

Disagree

Share your explanation with a partner who agrees

Share you & your partner's explanation with the other group who disagrees

Defend your answer with logical reasoning

Give an example

Cite Textual evidence if it is required

Appendix O

Name _____

Date _____

Period _____

The Things They Carried Quiz #2

Directions: Please read the following prompts carefully and respond to them to the best of your ability. This quiz is composed of multiple choice, true/false, short answer, and one "essay" question.

1. Which character in the novel took tranquilizers? (1 point)
 - a. Henry Dobbins
 - b. Ted Lavender
 - c. Dave Jensen
 - d. All of the above
2. Why did the character you selected above take tranquilizers? (2 point)
3. True or False

O'Brien was proud to be drafted into the service for the Vietnam War. (1 point)

4. Which character was “zapped while zipping?” (2 point)

5. What is significant about the Tip Top Lodge? (3 points)

6. Describe the relationship between Jimmy Cross and Martha. What is Tim O'Brien's purpose for including Martha in the story? (6 points)

7. In the story “The Dentist,” an incident happens to Curt Lemmon before seeing the dentist. How Does this illustrate one of the biggest fears a soldier has? Tell what happened and explain your answer. (6 pts)

8. The Things They Carried is primarily written in two differing points of view. List the points of view O'Brien uses in The Things They Carried and explain the significance of these point of view shifts. (6pts)

9. Define the term theme. Identify one theme that appeared throughout The Things They Carried. Provide examples from the text to support your answer. (6 pts)

10. Essay Prompt'

Directions:

- Write a response that is 1-2 paragraphs in length.
- Address the question with the novel in mind.
- Use complete sentences and proper grammar.
- Write in complete thoughts, showing your understanding of beginnings, transitions, and conclusions. (15 points)

The genre of the story The Things They Carried has frequently been debated. O'Brien admits that his stories blur the line between fiction and reality. Do you think The Things They Carried Should be placed in one category or the other? Do you feel that the lack of distinction between fantasy and reality creates a more “real” depiction of the Vietnam War for the reader, or a less believable depiction? Use details from the text to support your opinion. (15 pts)

Appendix P - Sample Vocabulary List

1. **Elusive:** *adj.* - difficult to detect or grasp by the mind or analyze
2. **Insignia:** *noun.* - a badge worn to show official position

3. **Poise:** *noun* - great coolness and composure under strain
4. **Comport:** *verb* - behave in a certain manner
5. **Forthrightly:** *adj.* - directly and without evasion; not roundabout
6. **Deferment:** *noun.* - act of putting off to a future time
7. **Acquiescence:** *noun.* - acceptance without protest
8. **Pious:** *adj.* - having or showing or expressing reverence for a deity
9. **Reticence:** *noun.* -the trait of being uncommunicative
10. **Mockery:** *noun* - teasing and contemptuous language or behavior directed at a particular person or thing

Appendix Q - Trio Master Activity

Trio Master Activity Directions:

Students are randomly split into groups of three. Each group is given a vocabulary word from the text whose meaning can be illustrated.

Each group picks a symbol to represent their group (star, circle, pound symbol, etc.) and draws it on the back of all three cards.

Each group decides which student does the following:

1. One student writes the vocabulary word on the card with the part of speech underneath the word.
2. The second student writes the word's meaning on the card.
3. The third student quickly illustrates the word's meaning on the card.

Completed cards are given to the teacher who shuffles and distributes the cards to everyone.

Each student goes on a search to find the matches for the word, definition, or illustration.

If time allows: the trio presents the word to the class.

Appendix R - Song Analysis

What's Going On

Marvin Gaye

Mother, mother

There's too many of you crying

Brother, brother, brother

There's far too many of you dying

You know we've got to find a way

To bring some lovin' here today, eheh

Father, father

We don't need to escalate

You see, war is not the answer

For only love can conquer hate

You know we've got to find a way

To bring some lovin' here today, oh oh oh

Picket lines and picket signs

Don't punish me with brutality

Talk to me, so you can see

Oh, what's going on

What's going on

Yeah, what's going on

Ah, what's going on

In the mean time

Right on, baby

Right on brother

Right on babe

Mother, mother, everybody thinks we're wrong

Oh, but who are they to judge us

Simply 'cause our hair is long

Oh, you know we've got to find a way

To bring some understanding here today

Oh oh oh

Appendix S - Strange and True?

Directions: You will be documenting all the “strange but true” events of *The Things They Carried*. O’Brien says over and over again that the details aren’t important, and that if he changed all the small things – the larger “truth” would remain the same. Use the chart below to explain what “truth” he is describing. And then answer the final question at the bottom.

Use complete sentences. Complete a **minimum** of 7-8 examples. Please **proofread** your work when you are done.

| | |
|---|---|
| Strange/nonsensical/disturbing/contradicting/unexpected occurrence (note chapter as well in your notes) | Make sure you answer ALL of the following questions for each event you choose: What is particularly strange about this event? |
|---|---|

| | |
|--|--|
| | |
| | |
| | |

Final question: Why not just say war is strange and turns things upside down? What is the effect of showing all these separate incidents? What do you believe is the author's intention?

