

**LESSON OVERVIEW**

<b>Name:</b> Steve Morris	<b>Grade:</b> 8th	<b>Subject:</b> US History	<b>Location:</b> Red Lodge, Montana
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**Context & Purpose:** This lesson is designed to generate civic engagement against the backdrop of Veteran’s Day. Additionally, this lesson serves as a critical component of my 8th Grade “Stepping Out” current-event integration model, which deliberately branches from our District’s Middle School US History timeline scope--First Peoples to Reconstruction. The “big idea” is to experience a critical thinking repetition of historical knowledge by reading and writing as a means to understand the micro-level impacts of macro-level decisions.

**Lesson Procedure:** Share the sequence of learning activities before, during, and after the QFT

1. Prior to the QFT, the Social Studies teacher will present students with two pieces of contextual evidence. First, the current-year Veteran’s Day Proclamation--sourced at [www.whitehouse.gov](http://www.whitehouse.gov)-- will be read aloud to ensure learners understand the historical scope of this “Stepping Out” lesson. Second, the Social Studies teacher will read the below text from Tim O’Brien’s novel *The Things They Carried*.
 

*“The things they carried were largely determined by necessity. Among the necessities or near-necessities were P-38 can openers, pocket knives, heat tabs, wristwatches, dog tags, mosquito repellent, chewing gum, candy, cigarettes, salt tablets, packets of Kool-Aid, lighters, matches, sewing kits, Military Payment Certificates, C rations, and two or three canteens of water. Together, these items weighed between 15 and 20 pounds, depending upon a man’s habits or rate of metabolism. Henry Dobbins, who was a big man, carried extra rations; he was especially fond of canned peaches in heavy syrup over pound cake. Dave Jensen, who practiced field hygiene, carried a toothbrush, dental floss, and several hotel-sized bars of soap he’d stolen on R&R in Sydney, Australia. Ted Lavender, who was scared, carried tranquilizers until he was shot in the head outside the village of Than Khe in mid-April. By necessity, and because it was SOP, they all carried steel helmets that weighed 5 pounds including the liner and camouflage cover. They carried the standard fatigue jackets and trousers. Very few carried underwear. On their feet they carried jungle boots—2.1 pounds—and Dave Jensen carried three pairs of socks and a can of Dr. Scholl’s foot powder as a precaution against trench foot. Until he was shot, Ted Lavender carried 6 or 7 ounces of premium dope, which for him was a necessity. Mitchell Sanders, the RTO, carried condoms. Norman Bowker carried a diary. Rat Kiley carried comic books. Kiowa, a devout Baptist, carried an illustrated New Testament that had been presented to him by his father, who taught Sunday school in Oklahoma City, Oklahoma. As a hedge against bad times, however, Kiowa also carried his grandmother’s distrust of the white man, his grandfather’s old hunting hatchet. Necessity dictated. Because the land was mined and booby-trapped, it was SOP for each man to carry a steel-centered, nylon-covered flak jacket, which weighed 6.7 pounds, but which on hot days seemed much heavier. Because you could die so quickly, each man carried at least one large compress bandage, usually in the helmet band for easy access. Because the nights were cold, and because the monsoons were wet, each carried a green plastic poncho that could be used as a raincoat or groundsheet or makeshift tent. With its quilted liner, the poncho weighed almost 2 pounds, but it was worth every ounce. In April, for instance, when Ted Lavender was shot, they used his poncho to wrap him up, then to carry him across the paddy, then to lift him into the chopper that took him away.”*
2. Engaging the QFocus technique, students will be asked to analyze two Library of Congress images to develop research questions for their follow-on learning activity. Specifically, the Social Studies teacher will display a Vietnam-era image, cite the source, and offer contextual elements to enhance learner framing of the evidence within the broader lesson plan. With the image displayed, students will be asked to complete the QFocus by recording their generated questions within a Google Document that they then share with their pre-designated partner.
3. Following the QFocus, students will swap their generated questions with a fellow learner, then develop a less than 425-word Gimkit Ink journal entry that addresses their partner’s generated questions. Of note, learners should be reminded of O’Brien’s focus on both the tangible and intangible items being carried. Lastly, learners will be asked to “Turn-in” both their Gimkit Ink assignment and their Google Document via Google Classroom to ensure the teacher has access to the bounty of QFocus questions.

**Next Steps (i.e. how student questions will be used after the QFT):** Share your tentative plans for using student questions to drive subsequent learning

- Student questions will drive subsequent learning through two mechanisms. First, the Social Studies teacher will generate a Word Cloud image showcasing learner engagement throughout the QFocus process, and this image will be shared with learners in the following-day's class period as a means of highlighting student voice. Second, student questions will be shared with our local-area assisted living facilities as a read-ahead for the follow-on Veteran Living History speaker panel.

**Question Focus:** Must include at least one primary source from loc.gov. Whenever possible, please embed the image/primary source here AND include the link. Include additional text or caption only if it is part of your QFocus.

**Young soldiers who have just been drafted stand in rows front of a man on a platform at Fort Jackson, Columbia, South Carolina; sign behind him reads "Initial receiving point, U.S. Army Reception Station"**



**LINK:** <https://www.loc.gov/resource/ds.07267/>

**Reflect on your QFocus:** You might consider why you chose this image, alternative QFocus options, earlier QFocus drafts or process you went through to develop it, etc.

- This image was chosen for two particular reasons. First, the resource allows students to see pre-combat imagery not often presented during Veteran's Day-related explorations. Second, this image challenges students to consider the draft, selective service, and consideration of the cultural cross-section represented in military society.

**Tailoring Instructions:** Share any adaptations or tailoring to the standard QFT process or categorization, prioritization, or reflection instructions that you are planning.

- **Categorization Instructions:** students will be asked to categorize their questions into tangible (I see) and intangible (I wonder) groups.
- **Prioritization Instructions:** students will be asked to rank their top three questions for the follow-on Veteran Living History speaker panel.
- **Reflection Questions:** What did you notice about your question development process? Which peer question did you find most interesting? What do you now understand about the Veteran and/or the Vietnam War experience?

<b>LESSON OUTCOMES</b>
<b>Student Questions:</b> TBD
<b>Student Reflections:</b> TBD
<b>TEACHER REFLECTIONS</b>
<b>Reflect on your lesson design and how well it achieved your objectives.</b> TBD
<b>Which student questions stood out to you? Why?</b> TBD
<b>Overall, what did you learn from this experience? What questions do you now have?</b> TBD