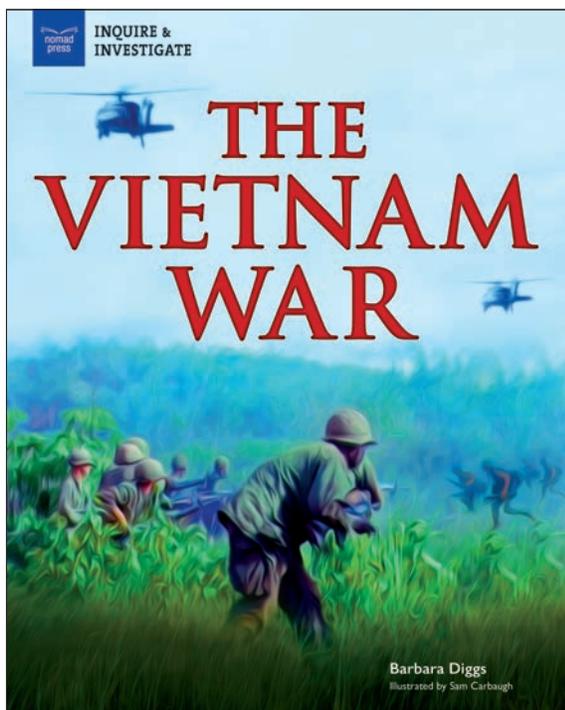

CLASSROOM GUIDE

Including Essential Questions and Common Core Connections

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The Vietnam War

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Specs: 8 x 10, 128 pages, color interior

Focus: World History

GRL: Z



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ESSENTIAL QUESTIONS TO ASK

KEY VOCABULARY

BEFORE READING

1 Establish Background Knowledge

- a What do you already know about the Vietnam War?
- b How was guerrilla warfare different from traditional warfare?
- c Why do you think the Vietnam War might be a sensitive topic for some people?

2 Skill Introduction

- a What do you do when you come to a word or phrase you do not know?
- b How do maps and primary sources help readers understand what is happening in the stories?

CCC: CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

DURING READING

1 Check for Understanding

- a What is the benefit of fighting a proxy war? What are the disadvantages?
Do you think proxy wars are more effective than direct wars?
- b Do you think the United States, or any country, has a moral obligation to help other countries resolve their domestic disputes? Why or why not?
- c What responsibility do you think the media has during wartime? Has this responsibility changed since the Vietnam War?

CCC: CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).



Many soldiers in Vietnam wrote to their families as often as possible and loved receiving letters in return. **Read some of them here:**

<http://www.1stbattalion9thmarines.com/vietnam/Stories/Last%20letter%20from%20Vietnam.pdf>



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ESSENTIAL QUESTIONS TO ASK

AFTER READING

1 Summary and Expansion

- a Have you ever participated in a political protest or demonstration? Did it make a difference?
- b What do you think today's wars might be like if the United States started up the draft again?
- c What do you think is the most tragic aspect of the Vietnam War?
- d What role has the youth vote played in politics since 1971?
- e Is there anything an individual can do to avoid another conflict like Vietnam? What?
- f Can you imagine being a refugee? If you had to flee the United States quickly, where would you go? What would you take?
- g McCarthyism is now a negative term that refers to accusations of disloyalty, treason, or subversion made with weak or unreliable evidence. Can you find examples of McCarthyism in American society today?
- h Are there any colonized countries existing in the world today? What do you think are the feelings and opinions of people living in a colonized country?

CCC: CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCC: CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCC: CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

COMMON CORE CONNECTIONS

Grade: 7 Language CCSS.ELA-Literacy.L.7.4,4a,4b,4c,4d,5,6

Grade: 6-8 History/Social Studies CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,7,8,9,10

Grade: 7 Speaking & Listening CCSS.ELA-Literacy.SL.7.1,1c,1d,2,3,4,5,6

Grade: 6-8 Writing HST CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10



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COMMON CORE CONNECTIONS

Grade: 7 Language

CCSS.ELA-Literacy.L.7.4,4a,4b,4c,4d,5,6

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge

Grade: 6-8 History/Social Studies

CCSS.ELA-Literacy.RH.6-8.1,2,3,4,5,7,8,9,10

1 Cite specific textual evidence to support analysis of primary and secondary sources.

2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

8 Distinguish among fact, opinion, and reasoned judgment in a text.

9 Analyze the relationship between a primary and secondary source on the same topic.

10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.



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COMMON CORE CONNECTIONS

Grade: 7 Speaking & Listening

CCSS.ELA-Literacy.SL.7.1,1c,1d,2,3,4,5,6

1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

1d Acknowledge new information expressed by others and, when warranted, modify their own views.

2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Grade: 6-8 Writing HST

CCSS.ELA-Literacy.WHST.6-8.1,2,4,6,7,8,9,10

1 Write arguments focused on discipline-specific content.

2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9 Draw evidence from informational texts to support analysis, reflection, and research.

10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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Inquire & Investigate



To investigate more, think about someone who lived during the Vietnam era whose perspective you'd like to know more about. Research the perspective that interests you most. Here are a few links to get you started.

Antiwar protesters:

 [activists reflect](#)



A pro-war perspective:

 [pro-war protest Murrmann](#)



A Vietnam vet's story:

 [Vietnam veteran Richardson video](#)



CONDUCT AN INTERVIEW

The Vietnam War ended in 1975, which means that many people from this era are still alive today. Despite the numerous books and films that have been made about this war, the best way to get a personal understanding of this period is by speaking with someone who remembers it.

- **Identify someone who lived during the Vietnam era to interview.** If you can't find anyone to interview, try contacting the Veterans of Foreign Wars or the Vietnam Veterans of America.
- **Prepare for the interview by writing a list of questions.** You may want to consider the following questions to get started.
 - How old were you during the war?
What were you doing at the time?
 - If you had to describe the Vietnam War era in three words, what words would you use?
What do you remember most about the war?
- **During the interview, remember to let the person you're interviewing talk freely.** Be ready to ask follow-up questions based on the information you're given. Also, remember that this can be a delicate topic, especially for those who fought in the war. Be respectful of your interviewee's opinions and experiences.
- **After the interview, write up the interview as an essay or newspaper article.** Consider your audience and decide what to include and what to leave out.

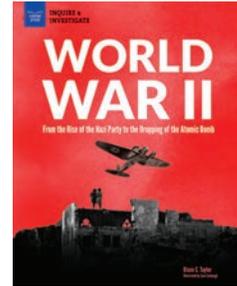
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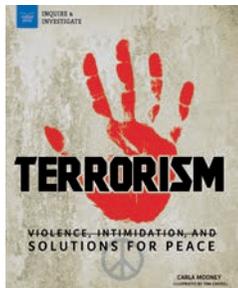
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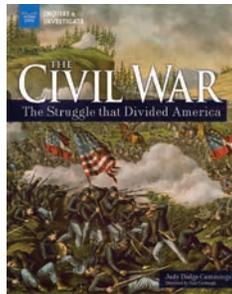
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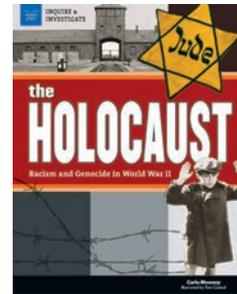
Author: Diane C. Taylor



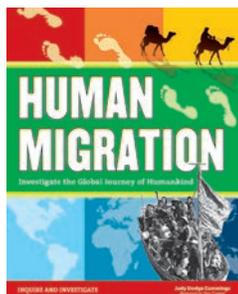
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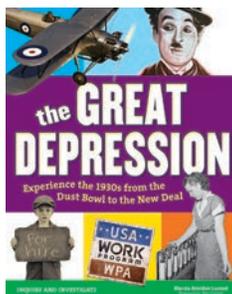
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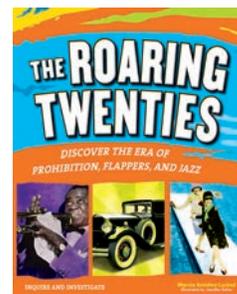
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