

# Veterans Legacy Program Curricular Materials



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Grade(s)	4-5th
Time (Minutes/ Days)	45-60 minutes, 10 days

## Lesson Overview

Students will work independently and collaboratively to learn about the history of women in the Armed Forces as well as their roles in the Vietnam War.

## Essential Question

How did women contribute to the Vietnam War?

## Florida State Standards

- SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.
- ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.
- ELA.4.R.2.3: Explain an author's perspective toward a topic in an informational text.

## Required Materials

- Student device (laptop/iPad)
- Powerpoint/Google Slides
- Printer
- Articles & Websites
  - Please note that there are two options for this. The first option has websites that are accessible to all.
    - Day 1- [Items Left at the Wall](#)
    - Day 2- [CIA World Factbook - Vietnam](#)
    - Day 4- [The Importance of Capturing the Stories of Women Veterans](#)
  - For teachers who have access to Newsela, you can also use the following articles and accompanying quizzes:
    - Day 1- "The Items Left Behind at the Vietnam Veterans Memorial Each Tell a Story"

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- Day 2- “Countries of the World: Vietnam”
- Day 4- “Growing Movement Aims to Share the Experiences of Military Women”
- Vietnam Memorial Website Graphic Organizer (See Below)
- Background Information About the Vietnam War Graphic Organizer (See Below)
- Female Veterans Blog Post & Paragraph Worksheet (See Below)
- Vietnam Veteran Primary Source packets
  - [Sharon Earlene Armstrong](#)
  - [Deanna Mae Shaffer Horvath](#)
  - [Suzanne M Boshard](#)
  - [Adrienne Marie Byer](#)
  - [Elaine Casteel](#)
- Presentation Notetaker (See Below)

## Learning Objectives

- I can describe what a Veteran is and explain why remembering their legacy is important.
- I can explain how female Veterans contributed to the Vietnam War effort.
- I can analyze primary sources, such as census records, draft cards, newspaper articles, and oral history to help me learn about the past.
- I can present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- I can compare and contrast accounts of the same event using primary and/or secondary sources.
- I can explain how relevant details support the central idea, implied or explicit.
- I can explain an author’s perspective toward a topic in an informational text

## Procedure

### Day 1: What is a Veteran?

**Overview:** The purpose of today is to introduce students to Veterans and their contributions. Students have a variety of background knowledge, with some being quite knowledgeable and others having very little background. Before a class discussion, the teacher will play a short video to help activate background knowledge and give students some context for their discussion.

1. **Background Knowledge Activation (2 minutes):**  
<https://www.youtube.com/watch?v=CP40EFzPR5c>
2. **Group Discussion (5-10 minutes):**

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- a. Gather students into groups of 4 and ask them to discuss the following question: Why is it important to learn about Veterans and their contributions? After a few minutes of students discussing in groups, ask them to share what they talked about with the class. The teacher can choose to write some of the points made on the whiteboard or on a poster to refer back to throughout the unit.

### 3. Activity (30 minutes):

- a. Students will look at the Vietnam Memorial's website to examine items that visitors left behind at the memorial to honor and remember the Veterans who fought in the Vietnam War. Students will fill out the graphic organizer (below) about three different items they thought were most interesting.
  - i. Optional: If you have access to Newsela students will read the article "The items left behind at the Vietnam Veterans Memorial each tell a story" by Kate Wagner and answer questions. Teachers can choose to have students read this text and answer the questions independently, or in groups. After students have read the article and answered the multiple choice questions, have them respond to the following prompt independently either on paper or through a digital method like a Canvas response: Why is it important for Veterans to be remembered?

#### Day 2: Vietnam

**Overview:** Today's focus is to give students more background on the country of Vietnam before discussing the sensitive subject of the war. It is important for students to learn the context of the beautiful country of Vietnam and not only the war history.

### 1. Activity (45 minutes)

- a. Group students into groups of 3-4. Students will research the country of Vietnam using the [CIA World Factbook](#). Then, students will create a poster that highlights five important things they learned about Vietnam.
  - i. Optional: Each group will read the article "Countries of the World: Vietnam" on Newsela and answer the accompanying questions..

#### Day 3: The Vietnam War

**Overview:** Today students will be learning about the Vietnam War. It is important that the teacher approaches this topic with respect to everyone involved. It will be useful to pre-teach some concepts, such as communism, prior to reading the background article with the students.

### 1. Key Vocabulary (5 minutes):

- a. **Communism:** communism is a type of political and economic system where everything is owned and shared by the community or the government. In a communist society, there are no private businesses or individual ownership of property. Instead, the government controls and distributes resources like land, money, and goods to make sure everyone has what they need. The main idea behind communism is that everyone is equal and works together for the benefit

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of everyone in that society. However, in practice, it can sometimes lead to limited personal freedoms and choices.

2. Activity (45 minutes):

- a. Students will read an article about the Vietnam War to gain an understanding of the conflict and why it took place. This article will provide the necessary context for student comprehension of the Vietnam War. Each student should have either a digital or paper copy of the article in front of them to refer to and annotate. While the teacher reads aloud, students should follow along and annotate for understanding. After reading the essay, students will work in small groups or partners to answer the background essay questions.
  - i. Optional: use the attached graphic organizer (see below) for students to answer the questions.

## Day 4: Women in the Military

**Overview:** Today will focus on giving students more background information on the contributions of women in the military throughout history, not just in the Vietnam War. As the unit progresses, the students will delve into female Vietnam Veterans.

1. Activity (45 minutes):

- a. Students will independently read the blog post from the Library of Congress The Importance of Capturing the Stories of Women Veterans. Have students write a paragraph responding to the following questions: Why is it important for women to share their experiences in the military? After students have written their responses, the teacher should facilitate a class discussion where students can share some of their responses.
  - i. Optional: use the worksheet (see below) for student responses.
- b. Optional: Students will read "Growing Movement Aims to Share Experiences of Military Women" from Newsela and answer the prompt above.

## Day 5: Primary Sources

1. Key Vocabulary (5 minutes):

- a. Primary Sources- first-hand accounts of a topic, from people who had a direct connection with it.
- b. Secondary Sources- created later by someone that did not experience firsthand or participate in the events in which the author is writing about

2. Activity (45 minutes): The teacher will go through the Unlocking the Mysteries: Investigating the Past with Primary Sources slide deck. The goal of today is to help students gain an understanding of the variety of primary sources they will be using with their groups in the upcoming project. In order for students to be successful with this, ensure that you are focusing on discussion about the pictures included on the slides. Highlight important information which can be found on these documents so students can have a visual connection.

- a. At the end of the slide show are a few questions to allow students to practice

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with the types of sources and information found on them.

## Day 6: Group Project

**Overview:** Today students will begin working on the deliverable portion of this unit. Group students into balanced trios for this project. Each group will be assigned a female Vietnam War Veteran to research and create a presentation about. Each group will get a packet of primary sources related to their Veteran (teachers can choose to present this digitally by sharing the packet link, or physically by printing the documents). Students will work together, applying their knowledge from earlier in the unit, to create a presentation about their Veteran.

### Veterans:

- [Sharon Earlene Armstrong](#)
- [Deanna Mae Shaffer Horvath](#)
- [Suzanne M Boshard](#)
- [Adrienne Marie Byer](#)
- [Elaine Casteel](#)

1. **Activity (45 minutes):** Students should be in their groups of 3-4, each group should be assigned a different Veteran. Give each student a copy of the group directions worksheet (see below) and Veteran Packet. Walk the students through the directions and expectations and answer any questions prior to letting students get started. As students are working, the teacher should circulate and provide guidance.

## Day 7: Group Project

1. **Activity (45 minutes):** Today students will continue working on their group project. During this time, the teacher should monitor and facilitate group discussions with students and help students derive information from their source packets.

## Day 8: Presentations

1. **Activity (60 minutes):** Today students will present their slide decks to the class. Remind students of classroom expectations during presentations. As students are presenting, students should jot down notes about each Veteran in the Presentation Notetaker (see below.) Remind students that they will be writing an essay explaining the contributions of women in the Vietnam War. They will be able to use the information they write down during presentations in the culminating essay.

## Day 9: Culminating Essay

1. **Activity (60 minutes):** Students will begin working on their culminating essay. Hand out a copy of the Culminating Essay Directions (see below) to each student. In this essay, students will take all of the resources from throughout the unit to create a 5-6



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paragraph essay explaining how women Veterans contributed to the Vietnam War effort. Remind students that this essay can include their Veteran from the group project, but should not ONLY focus on that one Veteran.

## Day 10: Culminating Essay

1. **Activity (60 minutes):** Students will continue working on their essay with the goal of completing and turning it in at the end of the class period. If students need more time, consider allowing them to work on the essay for homework or during Centers.

## Bibliography for Further Reading/Teacher/Student Use

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U.S. Department of Veterans Affairs. "National Cemetery Administration." Accessed August 4 2023. URL: <https://www.cem.va.gov/index.asp>.

"Women Veterans Share Their Experiences During the Vietnam War." YouTube video, 12:05. Published July 15, 2020. URL: <https://www.youtube.com/watch?v=NhdKObnSSmk>

## Day One- What is a Veteran? Vietnam War Memorial

Look at [this page from the Vietnam Veterans Memorial website](#). It has a collection of items that visitors left behind at the site to memorialize those who fought in Vietnam. Choose three different items to answer questions about. At least one needs to be some sort of text (a note or letter) and at least one needs to be a physical object.

How many items have visitors left at the Vietnam Memorial since it was dedicated in 1982?	
Why is it important to remember Veterans?	

### Item 1

What is this item?	
When is the accession date (when it became part of the collection)?	
Why is this item significant?	
What do you find most interesting about this object?	



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Item 2

What is this item?	
When is the accession date (when it became part of the collection)?	
Why is this item significant?	
What do you find most interesting about this object?	

Item 3

What is this item?	
When is the accession date (when it became part of the collection)?	
Why is this item significant?	
What do you find most interesting about this object?	



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## Day Three- Background Information about the Vietnam War

[Read this article](#) about the Vietnam War and answer the questions below.

When did the Vietnam War begin?	
Why did North Vietnam want to reunite the country?	
Who helped South Vietnam win the war?	
What event in 1964 led to the expansion of the United States' role in the war?	
Which countries supported North Vietnam and the Viet Cong?	
How did the war end? Who won?	



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## Day Four- Female Veterans

Read [this blog post](#) from the Library of Congress about female Veterans and write a paragraph answering the question below:

Why is it important for women to share their experiences in the military?



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## Telling Their Stories: Vietnam Veterans

**Directions:** Your group will create a slide presentation where you will give information about your Vietnam Veteran. The goal of this project is to tell the stories of these impressive women before, during, and after their service. Using your primary source packet, your group will try to gather as much information as you can about your veteran. The way you choose to showcase the information on your slides is up to you and your group!

Use the space below to write down information about your Veteran as you go through your resources:

	Type of sources
<b>Early Life:</b> Where was your Veteran born? Where did they grow up?	
<b>Parents:</b> What were their parents' names? What did their parents do for work?	



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<p><b>Sibling(s):</b> Did they have any brothers or sisters?</p>	
<p><b>Education:</b> Where did they go to school growing up? Did they attend college? Do they have any degrees?</p>	
<p><b>Spouse:</b> Who were they married to?</p>	
<p><b>Military Service:</b> Where in Vietnam were they stationed? What were their assigned duties? Did they get recognized for any achievements?</p>	



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<p>Death: When did your veteran pass away? Where are they buried?</p>	
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## Presentation Notetaker

Directions: Write down key information about each veteran as groups are presenting. You will be able to use this information as an additional resource for your essay response. Take notes on whatever stands out to you but also be sure to focus on how this Veteran contributed to the Vietnam War.

Sharon Earlene Armstrong	
Deanna Mae Shaffer Horvath	
Aurelia Alexandria Bremer	



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Suzanne M Boshard	
Caroline Martha Stein Broad	
Adrienne Marie Byer	
Elaine Casteel	



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## Contributions of Women in Vietnam

Write an informational essay about the contributions of women during the Vietnam War. Your essay must be based on ideas, concepts, and information from the variety of resources provided throughout the unit.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to

- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multi-paragraph essay. Write your response in the space provided.



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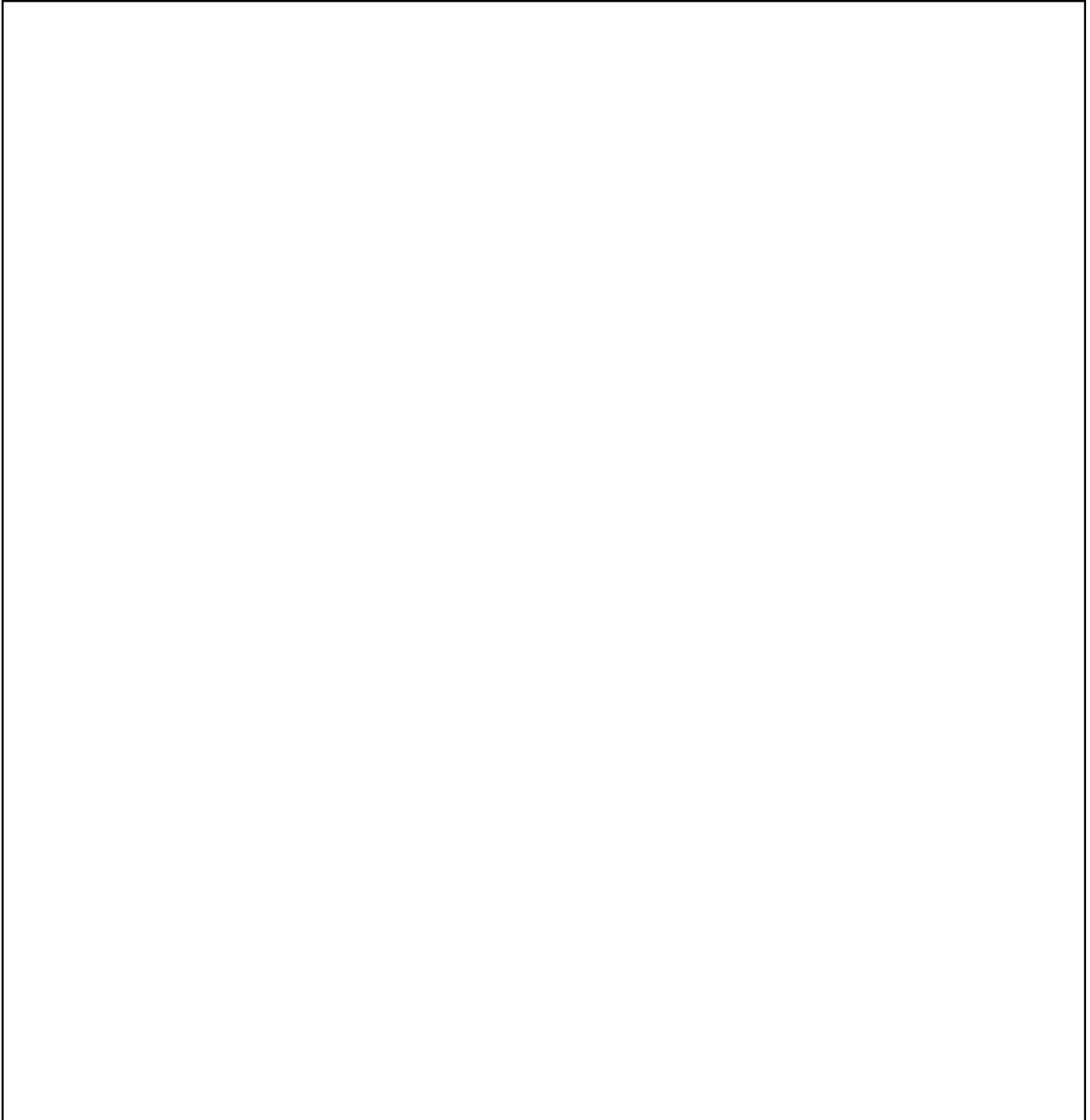
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