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Cooperative learning and reading strategies on the secondary level

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Cooperative learning and reading strategies on the secondary level

Abstract

In order for students to become skilled readers, they need to become effective readers, which means rereading, drawing inferences, and relating new knowledge to existing knowledge (Tovani, 2000). Skilled readers know the purpose for which they are reading, and they are directly involved in their reading. This project demonstrates how to successfully incorporate cooperative learning and reading strategies into the classroom at the secondary level.

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**Cooperative Learning and Reading Strategies on the
Secondary Level**

**A Graduate Project
Submitted to the
Division of Education
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Literacy Education**

**By
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Titled: Cooperative Learning and Reading Strategies on the Secondary Level has been approved as meeting the research requirement for the Degree of Master of Arts in Literacy Education.

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Introduction

Education is changing today, and we, as educators, need to change in order to meet the needs of our students and society (Vermette, 1994). Secondary students need to become skilled readers and thinkers before they graduate from high school. Skilled readers use thinking strategies while reading. These thinking strategies consist of evaluating, questioning, critiquing, connecting, summarizing, and predicting (Tovani, 2000). In order for students to become skilled readers, they need to become effective readers, which means rereading, drawing inferences, and relating new knowledge to existing knowledge (Tovani, 2000). Skilled readers know the purpose for which they are reading, and they are directly involved in their reading.

Our society consists of occupational settings where employees work in teams with the philosophy that more heads working together are better than one; competition among groups encourages people to work together and succeed together, as opposed to working individually (Slavin, 1996). Because the "real world" is promoting team-building skills, schools today are realizing that pushing students to work solely individually does not fully prepare them for the real world (Slavin, 1996). As a result, schools are incorporating more cooperative learning into their classrooms than ever before (Nastasi & Clements, 1991). Cooperative learning is appropriate in any discipline, but there seems to be little research involving cooperating learning and skilled reading strategies together on the secondary level.

Purpose of Project

The four years of high school are vital in preparing students for the future.

Ultimately, preparing students to become successful assets to society is the goal of the faculty action research teams at Jefferson High School in Cedar Rapids, that promotes character development and life long learning within students. Cooperative learning allows students to work in groups, with each person taking on a specific role, unique for the group to function (Johnson & Johnson, 1999). The structured classroom setting allows students to be trained and molded into successful team members. When students graduate from high school, team building and communication skills are important, and cooperative learning will help build these skills.

Reading strategies are also important in education today. With the No Child Left Behind law (Jehlen, Holcomb, Loschert, O'Neil, & Winans, 2004) playing a major role in classrooms across the country, there is a strong emphasis on improving reading scores. These reading scores can be improved through the use of strong reading strategies. When students are taught thinking strategies to use while reading, they are empowered and find value in what they are learning (Tovani, 2000). This empowerment allows students to make connections to their learning, and more importantly, this empowerment allows students to be at the center of their learning (Rosenblatt, 1938).

Because students learn more when they are "doing" as opposed to "watching," hands-on activities are important in the classroom. If students are not engaged, they are not interested (Vermette & Fotte, 2001). Cooperative learning allows each member to perform a different job on a daily basis. This job is what drives the function of the group. All group members play an active role, and all are involved with specific jobs (Johnson &

Johnson, 1999). This project demonstrates how to successfully incorporate cooperative learning and reading strategies into the classroom at the secondary level.

Methodology

The materials in this project were gathered in a variety of different ways. The project centers around Buehl's (2001), *Classroom Strategies for Interactive Learning*, and Tovani's (2000) *I Read It, But I Don't Get It, Comprehension Strategies for Adolescent Readers*. These references both demonstrate how students learn and how to effectively teach reading and thinking strategies within the classroom. These references are the driving forces behind the literacy research team at Jefferson High School and the language arts vertical team. The language arts vertical team promotes life long learning and reading while working to research and implement strategies which will encourage students to find pleasure in reading as well as benefit from becoming strong readers.

□ Many of the activities have been adapted to fit the needs of my students and their learning styles. I teach ninth grade language arts with a diverse group of students. The activities were chosen to meet a variety of different learning and thinking styles, so all students can be successful within the classroom. All of the activities in this project are part of a unit on the sixties, focusing on the Vietnam War, civil rights and key events of the decade. The novel read with this unit is *Fallen Angels*, by Walter Dean Myers.

Literature Review

The following literature review will explain the importance of cooperative learning at the secondary level. Constructivist instruction creates a positive learning environment for collaborative learning. The incorporation of reading and thinking

strategies also provide students and teachers with effective classroom tools which set the foundation for comprehension.

What is Cooperative Learning?

Cooperative learning, in the classroom, has the potential to provide strong development for adolescents (Slavin, 1996).

Instructional programs in which students work in small groups to help one another master academic content--can be an ideal means of capitalizing on the developmental characteristics of adolescents in order to harness their peer orientation, enthusiasm, activity and craving for independence within a safe structure, (Slavin, 1996, p.2).

The traditional high school classroom involves the desks lined in rows and each student competing against one another. Cooperative learning takes the focus off only one student succeeding (Slavin). Usually when only one student can succeed, the rest of the students give up (Vermette & Fotte, 2001). When students have the opportunity to work in small groups, all students work to do well (Vermette, 1994).

Cooperative learning also allows students to be at the center of their learning (Slavin, 1996). When students are in groups, they are making the decisions, listening to one another, and delegating responsibilities (Kagan, 1994). The students are treated like adults, as they realize their opinions count and are needed in order for the group to function. When cooperative learning is in action, the students are not listening to a teacher lecture; they are expressing personal views, opinions, and knowledge with students their own age (Kagan). Cooperative learning promotes independence among students (Slavin).

Cooperative learning also allows the opportunity for all students to be successful. When teams are grouped together, a variety of students with different learning types will inevitably be grouped together, which will allow success for all students (Vermette, 1994). Differentiated learning plays a role in cooperative groups when students with different learning types are placed together. Students with different learning styles can help one another become successful. At-risk, resource, special education, and regular education students will all succeed if all group members work together and help each other. The goal is not to force friendships, but to encourage the students to realize diversity is a positive force (Slavin, 1996). If friendships form, as they do in real life jobs, then the teacher has succeeded in opening various students' eyes to varying viewpoints (Vermette). The ultimate goal, however, is for students to learn how to work cooperatively with a variety of different people with different backgrounds and interests.

Constructivism

Although learning in groups is important, the constructivist nature of cooperative learning is the key (Vermette & Fotte, 2001). While one single definition of constructivism ceases to exist, the following ideas sum up the meaning. Constructivists believe students will learn the material by making the material personal and meaningful to them (Larson, 1997). Constructivism also involves students relating prior learning to new learning in order for a deeper, more mature understanding to occur (Richardson, 1997). Finally, the roles each group member plays in relation to culture, values, and beliefs also connects to the constructivism idea in that each group member brings different traits to the group (Scheurman, 1998). These different traits allow the group to

get outside the box and truly see the big picture. Diverse backgrounds allow students to learn more holistically and find value and meaning in what they are learning.

Constructivism involves students doing more than just working together in a group to study for a test or to memorize information for a quiz (Vermette & Fotte, 2001). Cooperative learning encourages inquiry, not merely memorizing information (Vermette & Fotte). The constructivist nature of cooperative learning involves the teacher as a facilitator, and students interpreting the learned information in their own way. Deep reflection, processing of information, and student choice are all involved (Vermette & Fotte). In essence, constructivist cooperative learning allows students to be actively involved in their learning, which places them at the center of their learning (Carico, 2001).

Cooperative groups embedded with this constructivist focus are different from non-constructivist groups without a cooperative framework. Non-constructivist groups consist of students working in groups with little to no relation or personal involvement with the material (Vermette & Fotte, 2001). An example of a non-constructivist group would be students working together memorizing vocabulary words or spelling words for a test. If students are just memorizing, they are not involved in learning. Cooperative groups are more than students working together in groups. Cooperative groups are organized with a variety of strategies and interactive learning methods; students working in cooperative groups have the opportunity to learn from others within the group, and reflect upon their understanding, while discussing the connections made between prior and newly gained knowledge (Vermette & Fotte).

Making Connections in the Literature

Rosenblatt's (1938) transactional theory of reading suggests that the reader needs to bring prior knowledge and feelings to the reading experience, and the reader actually lives through the reading in order to fully understand the material (Carico, 2001). This immersion into the reading supports the idea that the reader and the text should be intertwined with one another, not two separate entities (Carico). Because old and new information are brought to the reading, each student will find different meaning within the text and relate to the reading in one's own way. In order for many students to become actively involved in their reading, connections to the reading must be made (Carico).

Williams (2001) suggests providing students with opportunities to connect to their reading helps them become better readers. "Some students leave school with the ability to read, but without the desire to read," (Williams, 2001, p.588). Williams interviewed a variety of middle school students about their reading habits and discovered many students who had a difficult time with reading as they were growing up, and had no desire to pick up a novel or newspaper as an adult. He found that when students can relate what they are reading to their own personal lives, then they see value in what they are reading. This would help develop future adult readers with a more positive attitude toward reading. Working together in groups can provide students the opportunities to make these positive connections in the classroom. Williams (2001) suggests students read in pairs, take turns reading a certain number of paragraphs, stop periodically to check themselves, discuss the characters of the novel, and try to relate it to their own lives. When all the partners in the class have finished reading, each group can then share the book they read in a presentation format. The presentation involves oral speaking skills, displaying

comprehension of the novel, as well as stating opinions of the reading. This partner reading and sharing allows two partners to work on public speaking, while the class is learning about a variety of different free reading books.

“Adolescent literacy” (Moje, Young, Readence & Moore, 2000, p.401) is a new term used to define the type of literacy adolescents need. Before the use of adolescent literacy, the literature in middle and high school was referred to as "secondary reading" (p.401) and "content reading"(p.401). Adolescent literacy goes beyond secondary reading and content reading and involves instructional methods and strategies appropriate for middle and high school students (Moje et al.). These instructional methods involve allowing and encouraging the students to make a personal connection with what they are reading (Carico, 2001). The students are actively involved reflecting and developing a further understanding of the material presented to them because the material is meaningful, and students are able to make connections between the reading and their own personal lives (Moje et al.).

The main focus of adolescent literacy is access to a wide variety of materials (Moore, 1999). This attitude promotes and encourages student reading without forcing it upon them. An example of forcing reading upon the students is school-mandated Sustained Silent Reading (SSR), which is not always the most effective use of time (Moje et al., 2000). The expectations of SSR need to be clear to all teachers and students within the building so there is consistency with the format. These expectations include the type of reading material, how long the reading should last, and the structure of the classroom. If there are different expectations between teachers and administrators, then all students are not receiving the same reading education (Moje et al.). The solution to this problem

is for schools to take a wider approach to reading with logical expectations, allowing individual teachers to set their own expectations (Moje et al.). Some teachers may continue with SSR, but others may have their students involved with book clubs and book conferences (Moje et al.). The book clubs and book conferences are group activities which promote reading and learning, and provide better understanding for lower ability students. These group activities also involve assessments such as group discussions, study guides, acting out various scenes, and role-playing (Moje et al). All of these group activities allow the students to be more involved with their reading, as well as more engaged with their learning.

Reading Strategies Incorporating Cooperative Learning

There are a variety of reading strategies that can be incorporated with cooperative learning to promote student success. These strategies can be divided into three categories: before reading, during reading, and after reading. These strategies involve constructivist cooperative groups (Vermette & Fotte, 2001), and allow students to form relationships with the reading material and develop a meaningful understanding of the reading (Carrico, 2001)

Pre-Reading Strategies

Pre-reading strategies allow instruction to occur prior to the reading process. Pre-reading strategies inform the instructor about students' prior knowledge. In turn, instructors can then build on that prior knowledge. Pre-reading strategies also allow the students to learn and understand vital information which will make the reading process much more successful for them. Pre-reading strategies are a strong method of introducing material within a unit and getting students actively involved in their learning.

The pre-reading strategies discussed are the following: character quotes (Buehl, 2001), anticipation guides (Buehl, 2001), and problematic situations (Vacca & Vacca, 1999).

Character quotes. Character quotes (Buehl, 2001) involve previewing the reading and recording a variety of different quotes from a strong character in the reading. Character quotes, as described by Buehl, allow students to actively involve themselves in predicting the outcome of the reading. In addition, character quotes can introduce students to a character in their reading in a way that shows the many different personalities the character exemplifies. Buehl's character quotes work well as a cooperative learning activity. Once the quotes have been selected, each quote should be written on a separate sheet of paper. With the students divided into cooperative groups, each group receives a different quote. In groups, the students analyze the quote, and generate as many words as possible that would define the character quoted. After every group is finished creating their list, each group reads their quote and their list of character qualities to the class. When all groups are finished presenting, all generated lists are posted at the front of the room, so the class can view all lists as a whole. Then the teacher informs the students that the same person said each quote. In groups students then work together to write a personality profile on the character.

Anticipation guides. Anticipation guides (Buehl, 2001) involve pre and post discussion over the reading material. The purpose is for students to think actively before, during, and after the reading. As a pre-reading activity, anticipation guides encourage students to analyze and question the reading material using only their prior knowledge. When teachers are creating the anticipation guides, it is important to focus on the information the students already know, so students do not take on an "I don't know"

attitude. Buehl suggests statements should focus on major ideas in the reading. Before the students read the required reading, they are given a list of questions, and they state whether they agree or disagree and why. After the reading, they complete the same questions, and state evidence from the text that supports their answers, followed by a group discussion. Anticipation guides motivate and actively involve students.

Problematic situations. Problematic situations (Vacca & Vacca, 1999) are used to introduce a unit or story by providing students with a specific problem relating to the reading to analyze. The problematic situations allow students to be actively involved in discussions and to think about the various solutions and justifications to the problem. The teacher should develop a problematic situation from the reading assignment for students to ponder (Vacca & Vacca). The problem or problematic situation should be read to the students, giving them enough information so they can identify key phrases as they read. In cooperative groups, students discuss and generate possible solutions to the problem. After each group is finished brainstorming, the group circles the strongest solutions, creating justifications for their choices. When all groups are finished, each group presents their solutions and justifications to the class.

During Reading Strategies

During reading strategies are important within the reading process as students need to apply various strategies to ensure understanding of the reading material. During reading strategies allow students to get actively involved in their reading and apply the new information they are learning to their prior knowledge. During reading strategies also demonstrate any problematic areas within the reading, and identify which need to be addressed by the instructor. The during reading strategies discussed are the following:

follow the characters (Buehl, 2001), read-alouds (Buehl, 2001), and self-monitoring approach to reading and thinking (Buehl, 2001).

Follow the characters. Follow the characters (Buehl, 2001) allows students to follow characters through the reading to aid in understanding the character and theme in the reading. As the students are reading, they will analyze the character by charting out qualities and actions. Students will use a Character Analysis Grid (Buehl, 2001), which has the character in the center of the grid with the following questions boxed around the grid, "What does the character do? What does the character say or think? How do others feel about the character? How does the character change?" (p. 55) When the students begin reading, they write the conflict in the center of the grid along with the character, and, with a partner, begin answering the first three questions with examples from the reading. When the partners are finished, each group of two will then join another group of two to begin answering the fourth question, "How did the character change?" (p. 54). Following the characters with an analysis grid allows students to organize their thoughts about the character, and begin to understand the personality traits of the characters.

Read-aloud. Read-alouds (Buehl, 2001) allow students to read aloud without feeling the pressure of reading in front of the entire class. Students read with their partners, commenting on the reading through the use of prompts. Each student works with a partner and reads a paragraph aloud. When one partner finishes reading, the other partner must comment on what was read. A question can be asked or a prediction or a general comment can be made, but communication must occur to show that understanding and listening occurred during the reading. Once the comments are completed, then the partners switch roles. Read-alouds provide a variation to the normal classroom routine and allow students

to read comfortably orally. Read-alouds provide reading experience on a regular basis without causing students to feel insecure in front of the entire class (Buehl).

SMART (Self-Monitoring Approach to Reading and Thinking). SMART which stands for Self-Monitoring Approach to Reading and Thinking (Buehl, 2001), provides students a strategy when working with difficult material. SMART provides students with a strategy to label exactly what they did not understand, as well as areas they do understand. SMART encourages students to use their prior knowledge to figure out difficult material. This strategy can be used as a pre-reading strategy, but is most often used as a during reading strategy.

Buehl, (2001) describes SMART as a four step process. First, the teacher selects four to five paragraphs that are difficult to understand and makes an overhead of them. After reading the passage to the students, the teacher models how to paraphrase what is being said and marks areas that are confusing with a question mark. The teacher and students then go back and look at each question mark, and brainstorm how to make sense of the material, skipping areas that are still confusing. All material that is understood should have a checkmark instead of a question mark. After going through the passage once, the class goes back through again, and looks at a smaller group of question marks, and searches for understanding using newly learned information as an aid to understanding. Students can use this strategy with partners.

After Reading Strategies

After reading strategies display how well students understand and comprehend the material (Buehl, 2001). *After reading strategies* paint the big picture of the unit. Students are able to put all the pieces together and form their own educated opinions

about the reading material. After reading strategies also provide insight for the instructor as to how well students understand various aspects of the unit and what areas need to be strengthened in the future. The after reading strategies discussed are the following: different perspectives (Buehl, 2001), discussion webs (Buehl, 2001), and save the last word for me (Buehl, 2001; Trelease, 1989).

Different perspectives. Different perspectives for reading (Buehl, 2001) allows students to see different perspectives in their reading. This strategy allows students to get into the reading and attach themselves to the material and truly analyze it from a different perspective than the main character. The students read a story or an article for the first time and think about a character other than the main character of the story. In cooperative groups, each group focuses on a different perspective such as feelings, issues, or concerns to a particular perspective. Once students have written about their perspective, they re-read the material looking for additional information supporting their perspective. Students then write a position statement based on their collective perspective. Then each group shares its position statement.

Discussion webs. Discussion webs (Buehl, 2001) allow students to see both sides of an issue. This strategy can be used as a during reading strategy, but is most often used as an after reading strategy. After reading material with opposing viewpoints, the instructor introduces the discussion web with a focus question for discussion. The focus question for the discussion web is in the middle of the page with reasons and statements to support the *pro side* of the issue (focus question) on one side of the question, and statements to support the *con side* on the other side of the question. The students work together formulating their statements for both sides of the issue. When the group has

completed their list of pros and cons, they then write a summary statement at the bottom of the page stating their opinion. When all groups are finished, summary statements are presented to the class (Buehl).

Save the last word for me. Save the last word for me (Buehl, 2001; Trelease, 1989) is a strategy that works well when students have strong opinions about the reading. Save the last word for me encourages students to state their own opinions, as well as listen to their classmates. Although this strategy can be used as a during reading strategy, it is most often used as an after reading strategy. After students have read the reading material, the students locate five statements they find interesting or would like to comment on. Students are given five index cards to write their statements down. On the reverse side, students write their comments and opinions regarding the various statements. In groups, then, the students share one of their five statements. The members of the group comment and discuss the statement, but in the end, the cardholder gets the last word as this student reads his or her comments on the reverse side of the cards, which ends the discussion. Each member of the group presents at least one card to the class.

Summary

When students understand and are able to find meaning in their reading, they feel successful. These reading strategies allow students to successfully develop skills as they read, helping them comprehend the material. When students comprehend the material, they begin to find value and understand the purpose for the reading and learning. Incorporating these reading strategies into cooperative groups allows students to encompass the strategies on a regular basis and helps monitor their group members.

Incorporating cooperative groups and reading strategies is very important in the language arts classroom. Cooperative groups, if implemented correctly, promote student success by allowing students to work in a team environment, and by encouraging students with different hobbies and interests to become acquainted with one another. Cooperative groups vary instruction and offer hands-on experience to students. Because many occupations today promote team building among employees, schools that incorporate cooperative groups are preparing their students for the future better than schools that do not incorporate cooperative learning (Slavin, 1996). Ultimately, the job of educators is to prepare students for the future. Incorporating cooperative learning is heading in the right direction. How can cooperative learning and reading strategies be effectively incorporated into the language arts classroom at the secondary level?

The following project provides insights into the use of cooperative learning as an instructional approach at the secondary level. Incorporated in this cooperative learning frame are specific thinking and reading strategies designed to correlate with the 1960's unit and intended to enhance secondary students' comprehension and understanding of the content. Specific before reading (*pre-reading*) activities introduce the reading and set the stage for comprehension by fostering thoughtful questioning, encouraging prediction, and preparing them for the reading at hand. *During reading* strategies engage students in activities that help them relate their prior knowledge to new learning, promote social interaction while exploring meanings within the reading, and ultimately promote stronger comprehension of the reading material. *After reading* strategies are designed to highlight what the students have learned throughout the unit. These *after reading* strategies incorporate reflection of the material,

encourage higher level thinking, and promote students' personal connections and reflections on the content learned.

The Project

My project was developed as part of the language arts curriculum for ninth grade.

The focus of this project is to provide effective cooperative learning group experiences for ninth grade students studying literature from the 1960s period. The materials to be used in the project include:

- *Fallen Angels* by Walter Dean Myers
- Martin Luther King's "I Have a Dream" speech
- Read Magazine's "The Tonkin Gulf Incident"
- Article on "TET, the Vietnamese New Year"
- CNN Article "Kent State forever linked with Vietnam"

The entire unit is provided with the context for cooperative group activities. There are specific cooperative learning activities that are tied to specific reading strategies which are embedded within the unit as a whole. As a result the entire unit is presented in order to provide the context for these reading strategies in a cooperative setting. The cooperative learning strategies appear in bold within the outline. On the following page, the cooperative learning strategies are listed according to when they are used within the lesson.

Strategies	When Used	How Used
Read Aloud	Pre-Reading Lesson 4 Lesson 6	Students read to one another aloud either before the reading or during the lesson.
Problematic Situations	Pre-Reading Lesson 5	Students learn about problems related to the reading and create solutions.
Anticipation/Reaction Guide	Pre-Reading Lesson 7	Students compare thoughts before reading the material to their thoughts after reading the material.
SMART	Pre-Reading Lesson 8 During Reading Lesson 10	Students develop strategies to figure out difficult material.
Character Quotes	Pre-Reading Lesson 9	Students learn about different characters analyzing quotes in the reading.
Follow the Character	During Reading Lesson 10	Students follow a character and analyze the character's motives.
Discussion Web	During Reading Lesson 12 Lesson 14 Lesson 16 Lesson 19 After Reading Lesson 20	Students list pros and cons to an issue related to the reading, using evidence from the reading to support their answers.
SAVE	During Reading Lesson 15 After Reading Lesson 21	Students discuss their opinions to the reading material in an organized fashion.

The Context

The purpose of a unit on the sixties is to promote better understanding of a pivotal decade in American history. The students read a variety of different literature relating to, and giving an explanation of what was happening during this key time period.

Activities in this unit range from reading novels and speeches to reading children's books, all of which offer rich insight into the decade. Students watch a variety of different films, in which they are exposed to the discrimination and protesting which occurred while their parents and grandparents were teenagers. Students also take part in an oral history project by interviewing a family member about growing up during this time period. These interviews focus on the Kennedy assassination, civil rights, the Vietnam War, and fads and fashion of the time period. Students then present their findings in the form of an oral presentation. Because I teach in such a diverse school, all speeches offer personal insight and experiences to the reality to the decade. After the interview, students are able to apply their own family information to the reading material and imagine what it must have been like to grow up during such a changing decade. Because students are able to make the family connection to this unit, it is a very effective unit for ninth graders. Students take pride in where they came from, and they get the opportunity to present that pride in this unit.

As educators, we are constantly encouraging our students to become instigators of change and to be strong, moral decision-makers as they leave high school and become adult members of the community. This unit emphasizes the importance of being a strong, respectful leader as well as standing up for what is right and not following the crowd.

Suggested Schedule for unit incorporating cooperative learning and reading strategies.

Unit: Sixties Unit

This unit focuses on the decade, the 1960s. The sixties was a pivotal decade in American history. The unit includes an emphasis on civil rights, the Vietnam War, John F. Kennedy as well as fads, fashion and music of the decade. The novel, *Fallen Angels* by Walter Dean Myers is the main reading material in this unit. Cooperative groups are used on a daily basis within the unit; however, the focus of this unit is cooperative learning with reading strategies. Below is a daily timeline for this unit. Days where cooperative learning strategies are incorporated are highlighted. Cooperative learning activities are coded in red.

Day 1 (Cooperative Group Training)

Objective:

- Students will learn the different roles within cooperative learning groups.

Goals:

1. Students will understand the different roles within cooperative learning.
2. Students will understand the value of cooperative learning.
3. Students will become experts with one cooperative role during the class period.

Day 2

Objective:

- Students will gain an understanding of the sixties time period, focusing on people, events, fashion and music.

Goals:

1. Students will actively take a leadership role when searching the Internet looking for information.
2. Students will actively take part in discussion while sharing their findings.
3. Students will search at home and come to class the next day with new fact about the sixties to share with the class.
4. Students will question, summarize and clarify their information.

Day 3

Objective:

- Students will read and memorize, understand and present a portion of Dr. King's "I have a Dream" speech.
- Students will gain a stronger understanding of the role civil rights played in the sixties, learning more about what Dr. King stood for and the equality he promoted during his lifetime.

Goals:

1. Students will learn more about Martin Luther King, his background, what he did to promote civil rights, who worked with him, and how he affected our country.
2. Students will get the opportunity to use computer and book resources to locate information.
3. Students will actively participate in a group discussion, with all members contributing equally.
4. Groups will memorize and present the famous speech with feeling and passion.
5. Students will clarify the any information they do not understand in the speech. They will question what they do not understand and they will summarize the true meaning.

Day 4 Read-Aloud (Pre-reading strategy)**Objective:**

- Students will read, memorize, understand, and present a portion of Dr. King’s “I have a Dream” speech.
- Students will also gain a stronger understanding of the role civil rights played in the sixties, learning more about what Dr. King stood for, and the equality he promoted during his lifetime.
- Students will use thinking strategies while reading.

Goals:

1. Students will learn more about Martin Luther King and his background, what he did to promote civil rights, who worked with him, and how he affected our country.
2. In partners, students will read the speech, using the read aloud strategies.
3. Students will clarify any information they do not understand in the speech. They will question what they do not understand, and they will summarize the true meaning. Groups will share information with the class.
4. Students will actively participate in a group discussion, with all members contributing equally.
5. Groups will discuss the reading.

Day 5 Problematic Situations (Pre-reading strategy)**Objective:**

- Students will analyze themes dealing with civil rights, focusing on prejudice, self awareness, identity, and standing up for what they believe in.

Goals:

1. Students will gain a greater understanding of discrimination and the importance of standing up for what is right – even if it goes against the crowd.
2. Students will connect with the statements.
3. Students will question the information they do not agree with or understand.
4. Students will summarize the information they as a group discuss.
5. Students will clarify any unclear information.

Day 6 Read-Aloud (Pre-reading strategy)**Objective:**

- Students will work on presentation skills, within their groups, presenting civil rights material.

Goals:

1. Students will learn more about civil rights through children's literature.
2. Students will work on presentation skills by reading non-threatening material.
3. Students will connect with the reading material.
4. Students will question the children's literature.
5. Students will summarize the literature.
6. Students will clarify any unclear information in the literature.

Day 7 Anticipation Reaction Guide (Pre-reading strategy)**Objective:**

- Students will begin to gain an understanding of what Vietnam was like and how Americans viewed that war.

Goals:

1. Students will think actively, before, during, and after reading the newspaper article.
2. Students will actively read the newspaper article, making connections, predictions, questioning, and clarifying the information they are reading.
3. Students will form an assertive approach to agreeing or disagreeing with the statements.
4. Students will actively discuss their answers and positions to the statements, before and after reading the article, clarifying new information.

Day 8 SMART (Pre-reading strategy)**Objective:**

- Students will gain a greater understanding of why Americans fought in Vietnam and how we got involved.

Goals:

1. Students will understand how the war started and why the US got involved.
2. Students will understand the role the government played in Vietnam.
3. Students will understand what Lt. Everett Alvarez Jr. went through, and how he had the endurance to survive.
4. Students will connect, predict, question, and clarify information as they read. They will also summarize throughout the reading.

Day 9 Character Quotes (Pre-reading strategy)**Objective:**

- Students will gain an understanding of the characters in the novel, *Fallen Angels*, and will also realize how different traits help make a character “real” to the reader.

Goals:

1. Students will actively take part in small group discussion
2. Within cooperative groups, students will analyze the quote given, which means they will connect, predict, question and clarify what their quote truly means.
3. Students will read the between the lines and discover what it means to analyze a character, and summarize their findings.

Day 10 Follow the Characters (During reading strategy)**Objective:**

- Students will gain a greater understanding of the characters they are about to meet in *Fallen Angels* if they follow them throughout the story.

Goals:

1. Students will analyze the characters they meet and record key happenings on their chart.
2. Students will connect, predict, question, summarize and clarify as they read the read *Fallen Angels*.

Day 10 Continued SMART (During reading strategy)**Objective:**

- Students will gain a greater understanding and awareness of vocabulary words within the text.

Goals:

1. Students will analyze the vocabulary words, deciding if they are familiar with the particular word.
2. Students will predict definitions for the assigned vocabulary words. They will also question and clarify as they gain new information.
3. Students will use context clues to define the vocabulary words.

Day 11**Objective:**

- Students will gain a greater understanding of the first three chapters.

Goals:

1. Students will be completing their “follow the characters” worksheet.
2. Students will be using SMART to notice context clues in the reading to understand vocabulary words.

Day 12 Discussion Web (During reading strategy)Objective:

- Students will gain a greater understanding of the first five chapters in the novel.

Goals:

1. Students will actively take part in a class discussion.
2. While discussing, students will connect, predict, question, summarize, and clarify any information.
3. Students will be completing their “follow the characters” worksheet.
4. Students will be using SMART to notice context clues in the reading to understand vocabulary words.

Day 13Objective:

- Students will gain a greater understanding of the time period through the eyes of someone who lived through the sixties.

Goals:

1. Students will conduct an interview with a parent, grandparent, teacher, neighbor or family friend asking them about their experiences living through the sixties.
2. Students will connect, question, summarize, and clarify the information they receive.
3. Students will actively be involved asking developed, opened-ended questions, while taking notes during the interview.
4. Students will be respectful, saying please and thank you, realizing the interviewee is giving up their free time. Students will also write thank you letters after the interview.
5. Students will enjoy themselves, as they learn more about the friend or family member they are interviewing and the sixties.

Day 14 Discussion Web (During reading strategy)Objective:

- Students will gain a greater understanding of the novel through Chapter 12.

Goal:

1. Students will make connections, predictions, question, summarize, and clarify as they discuss the information from the text.

Day 15 Save the Last Work for Me (During reading strategy)Objective:

- Students will gain a greater understanding of the material in the novel.
- Students will state strong opinions to the reading.

Goals:

1. Students will actively discuss the reading material on TET, The Vietnamese New Year.
2. Students will share strong opinions on various statements within the novel based on the reading.
3. Students will be completing their "follow the characters" worksheet.
4. Students will be using SMART to notice context clues in the reading to understand vocabulary words.

Day 16 Discussion Web (During reading strategy)Objective:

- Students will gain a greater understanding of the first sixteen chapters in the novel.

Goals:

1. Students will actively take part in a class discussion.
2. While discussing, students will connect, predict, question, summarize, and clarify any information.
3. Students will be ready to read the next section of the novel.
4. Students will be completing their "follow the characters" worksheet.
5. Students will be using SMART to notice context clues in the reading to understand vocabulary words.

Day 17Objective:

- Students will gain a greater understanding of chapters through Chapter 20.

Goals:

1. Students will continue completing their "follow the characters" worksheet.
2. Students will continue to use SMART to notice context clues in the reading to understand vocabulary words.

Day 18Objective:

- Students will gain a greater understanding of the novel as they finish reading.

Goals:

1. Students will continue completing their "follow the characters" worksheet.
2. Students will continue to use SMART to notice context clues in the reading to understand vocabulary words.

Day 19 Discussion Web (During reading strategy)**Objective:**

- Students will gain a greater understanding of the novel as they discuss the ending chapters.

Goals:

1. Students will take an active part in group discussion.
2. While discussing, students will connect, question, summarize and clarify information.
3. Students will complete discussion web.

Day 20 Discussion Web (After reading strategy)**Objective:**

- Students will gain a greater understanding of the novel as they discuss the novel and themes as a whole.

Goals:

1. Students will take an active part in group discussion.
2. While discussing, students will connect, question, summarize and clarify information.
3. Students will complete discussion web.

Day 21 Save the Last Word for Me (After reading strategy)**Objective:**

- Students will continue to make the connection between the time period and the affect it had on the war.

Goals:

1. Students will actively search for strong points within the reading.
2. Students will state strong opinions about the reading.
3. Students will actively take part in group discussion.

Day 22**Objective:**

- Students will display their ability to connect and form relationships with the characters in the novel.

Goals:

1. Students will create strong questions for the panel discussion.
2. Students will actively be involved taking on the persona of the character.
3. Students will help stimulate one another's thinking throughout the panel discussion.

Day 23**Objective:**

- Students will have the opportunity to create a project displaying what they have learned throughout this unit.

Goals:

1. Students will select an assessment which meets their learning style.
2. Students will find enjoyment as they create and complete their project.
3. Students will be involved and at the center of their learning.

Day 24**Objective:**

- Students will display what they have learned through a formal assessment.

Goals:

1. Students will be prepared for the assessment through the use of cooperative learning and reading strategies.
2. Students will successfully complete the assessment applying what they have learned.

Cooperative Learning Sessions

The following activities are activities for cooperative learning within the language arts classroom. Each cooperative learning activity is presented with the day of the various lesson within my sixties unit. Goals, objectives, cooperative group roles and specific plans are included each day which explain the cooperative learning strategy. The cooperative learning strategies consist of pre-reading strategies, during reading strategies and finally after reading strategies. The activities are included in the following order:

- Cooperative group training (Day 1)
- Read-Aloud - pre-reading (Day 4)
- Problematic Situations - pre-reading (Day 5)
- Read-Aloud - pre-reading (Day 6)
- Anticipation/Reaction guide - pre-reading (Day 7)
- SMART - pre-reading (Day 8)
- Character Quotes - pre-reading (Day 9)
- Follow the Characters - during reading (Day 10)
- SMART - during reading (Day 10)
- Discussion Web - during reading (Day 12)
- Discussion Web - during reading (Day 14)
- Save the Last Word for Me - during reading (Day 15)
- Discussion Web - during reading (Day 16)
- Discussion Web - during reading (Day 19)
- Discussion Web - after reading (Day 20)
- Save the Last Word for Me - after reading (Day 21)

Day 1 (Cooperative Group Training)**Objective:**

- Students will learn the different roles within cooperative learning groups.

Goals:

1. Students will understand the different roles within cooperative learning.
2. Students will understand the value of cooperative learning.
3. Students will become experts with one cooperative role during the class period.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group's findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Divide up the web site questions with in groups.
2. Assign cooperative group roles - a different role to each group member.
3. Students will go into the computer lab and search for the answers.
4. When students come back into the classroom, instead of sitting in cooperative learning groups, the class will sit in a square shape, with all of the facilitators sitting in one area together, the timekeepers together and the recorder and elaborators sitting together.
5. One person from each group will be selected to sit in the middle of the classroom, so there will be a facilitator, a timekeeper, a recorder, and an elaborator all sitting together in the center of the square so they class can all view what is happening.
6. The teacher will instruct the group as they discuss the first ten questions. Other classmates will ask questions if they have them during the discussion.
7. After discussing the first ten questions, the groups will all go back to their cooperative groups of four and discuss the remaining questions.
8. By the end of the class period, students will become an expert in the role they are playing for the day and can help out their group members when the roles change.

Day 4 Read-Aloud (Pre-reading strategy) (See Appendix A)

Objective:

- Students will read and memorize, understand and present a portion of Dr. King’s “I have a Dream” speech.
- Students will gain a stronger understanding of the role civil rights played in the sixties, learning more about what Dr. King stood for, and the equality he promoted during his lifetime.
- Students will use thinking strategies while reading.

Goals:

1. Students will learn more about Martin Luther King, his background, what he did to promote civil rights, who worked with him, and how he affected our country.
2. In partners, students will read the speech, using the read aloud strategies.
3. Students will clarify any information they do not understand in the speech. They will question what they do not understand, and they will summarize the true meaning. Groups will share information with the class.
4. Students will actively participate in a group discussion, with all members contributing equally.
5. Groups will discuss the reading.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group’s findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Cooperative group roles will be assigned to each individual.
2. Groups of two, within in the group of 4, will read the *I Have a Dream* speech, using the thinking strategies.
3. When finished, the group will reconvene as a group of four, and discuss the speech.
4. All group members will help out the elaborator, trying to make connections to prior information (hopefully they will remember our unit on the Holocaust and people being treated unjustly).
5. The group will then analyze where we would be as a nation without Martin Luther King, and all of his work.

Day 5 Problematic Situations (Pre-reading strategy) (See Appendix B)**Objective:**

- Students will analyze themes dealing with civil rights, focusing on prejudice, self awareness, identity, and standing up for what they believe in.

Goals:

1. Students will gain a greater understanding of discrimination and the importance of standing up for what is right – even if it goes against the crowd.
2. Students will connect with the statements.
3. Students will question the information they do not agree with or understand.
4. Students will summarize the information they as a group discuss.
5. Students will clarify any unclear information.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group's findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Cooperative roles will be assigned within groups.
2. Each group member will be given a handout with 6 problems in which they are to select 1 and state solutions to this problem.
3. After a certain amount of time (3 minutes), the instructor will ask the group to stop brainstorming possible solutions, and circle their best solution.
4. Groups then create a justification to the problem.
5. Groups then continue this procedure with 2 more problems and solutions.
6. After each group has brainstormed solutions and justifications, then all information will be presented to the class by the recorder.

Day 6 Read-Aloud (Pre-reading strategy) (See Appendix C)

Objective:

- Students will work on presentation skills, within their groups, presenting civil rights material.

Goals:

1. Students will learn more about civil rights through children's literature.
2. Students will work on presentation skills by reading non-threatening material.
3. Students will connect with the reading material.
4. Students will question the children's literature.
5. Students will summarize the literature.
6. Students will clarify any unclear information in the literature.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group's findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Decide on group roles for Read-Aloud.
2. Each group will be given different children's story dealing with civil rights and the time period. (Each group of four will have two copies of the same title).
3. Within partners, each partner will read a page and show the picture.
4. The partner then, who is not reading will comment on what was read using the thinking strategies. There needs to be communication between the two partners.
5. While reading, the partners are practicing presentation and communication skills.

Titles are:

- ⇒ *The Other Side* by Jacqueline Woodson
- ⇒ *The Story of Ruby Bridges* by Robert Coles
- ⇒ *Goin' Somewhere Special* by Patricia C. McKissack and Jerry Pinkey
- ⇒ *Aunt Harriet's Underground Railroad* by Faith Ringgold
- ⇒ *Mr. Lincoln's Way* by Patricia Polacco
- ⇒ *Duke Ellington* by Andrea Davis Pinkey and Brian Pinkey
- ⇒ *Pink and Say* by Patricia Polacco
- ⇒ *Tar Beach* by Faith Ringgold

6. After reading each book, the group is responsible for completing the activity.
 - Who was the main character?
 - What was the conflict?
 - What emotions did the story provoke within you?
 - What connections can you make between what happened in the story today's society?
 - Evaluate the story.
7. When all members are finished, they will share and analyze answers. Along with sharing answers, groups should also question any information they do not agree with or clarify any information that does not seem correct.
8. Recorder reports highlights of the conversation which gives all groups insight to the other children's stories relating to the topic.

Day 7 Anticipation reaction guide (Pre-reading strategy) (See Appendix D)**Objective:**

- Students will begin to gain an understanding of what Vietnam was like and how Americans viewed that war.

Goals:

1. Students will think actively, before, during and after reading the newspaper article.
2. Students will actively read the newspaper article, making connections, predictions, questioning, and clarifying the information they are reading.
3. Students will form an assertive approach to agreeing or disagreeing with the statements.
4. Students will actively discuss their answers and positions to the statements, before and after reading the article, clarifying new information.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group's findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Before students read the article, they will state whether they agree or disagree with the statements and why they feel the way they do.
2. Students will then read the material. While reading, they are to make connections, predictions, and question the material they are reading.
3. After reading, they will then state whether they agree or disagree with the statements, only this time, they will state evidence to support their answer.
4. After the students are finished, new roles within cooperative groups need to be established. Students will then discuss their statements and evidence given to support their views. While students are discussing the article, they should make sure to help each other connect information, predict, question, summarize, and clarify all information.
5. The recorder will present high points from the group, and the evaluator will present the connections to prior learning which was made within the group.

Day 8 SMART (Pre-reading strategy) (See Appendix E)

Objective:

- Students will gain a greater understanding of why Americans fought in Vietnam and how we got involved.

Goals:

1. Students will understand how the war started and why the US got involved.
2. Students will understand the role the government played in Vietnam.
3. Students will understand what Lt. Everett Alvarez Jr. went through, and how he had the endurance to survive.
4. Students will connect, predict, question, and clarify information as they read. They will also summarize throughout the reading.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group's findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Group jobs are not necessary in beginning. Instead of working in groups of 4, students will work in groups of 2.
2. Instructor will put overhead of page 5, of *The Tonkin Gulf Incident* from Read Magazine, while all students have their own copies in front of them.
3. Instructor will read the passage to students and model how to paraphrase what is being said. Students will mark confusing areas with a question mark. While reading, students should connect, predict, question and clarify information. They should also summarize throughout their reading.
4. After reading, the students and instructor will go back and look at each question mark, and brainstorm how to make sense of the material, using newly learned information, skipping areas that are still confusing. As material is understood, it should have a checkmark instead of a question mark.
5. Looking at the material for a second time, the class can take a smaller portion of question marks and search for understanding using newly learned information to aid in understanding.
6. Student will then continue the strategy as they read the next two pages until all information is understood. Students will work in groups of two instead of four as they try and make sense of the new information.

7. Students will continue to read the play and learning about the life of Lt. Everett Alvarez Jr.
8. As the groups finish reading *The Tonkin Gulf Incident*, groups will decide on cooperative group roles, and discuss the article while answering the questions.
9. Discuss the article and play.
10. Recorder presents highlights to the class.

Day 9 Character Quotes (Pre-reading strategy) (See Appendix F)

Objective:

- Students will gain an understanding of the characters in the novel, *Fallen Angels*, and will also realize how different traits help make a character “real” to the reader.

Goals:

1. Students will actively take part in small group discussion.
2. Within cooperative groups, students will analyze the quote given, which means they will connect, predict, question and clarify what their quote truly means.
3. Students will read between the lines and discover what it means to analyze a character, and summarize their findings.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group’s findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Assign cooperative group roles.
2. Each group will receive a different quote from the novel, *Fallen Angels*, by Walter Dean Myers. The quotes are all from Peewee and the quotes are as follows:
 - a. "That's cause they white. If they was black they could slip in some signifying along with the laughing and dancing and then skip right to fighting before the drinking even started," (p. 143).
 - b. "You know, to a kid if you kill somebody and the somebody is supposed to be a bad guy, you're a hero," (p. 228).
 - c. "I'm getting out of here (the infirmary), if I got to put some Scotch tape on this sucker," (p. 260).
 - d. "You got all this to go through, and I don't like that. But this is the first place I ever been in my life where I got what everybody else got. Back home when everybody got new sneakers, I didn't get none. When everybody got new bikes, I didn't one cause there was not way we could get the money. But anything anybody got in the army, I got," (p. 13).
 - e. "I weigh 140. Whatever your weigh, that's how many you got to kill to leave early," (p. 17).
 - f. "The bugs. You go to sleep at night they right there. You wake up in the morning, they right there. They better than a dog," (p. 47).

3. Each group writes their quote on a large piece of paper. In groups, the students will analyze the quote, and generate as many words, preferably adjectives and personality traits which define the character based on the quote. While students are analyzing the information, they should be trying to connect with the quote, predict what the quote means, and question the quote.
4. When all groups are finished creating their lists, the recorder will read the list to the class.
5. When all groups are finished, and all lists are posted at the front of the room, then inform the students that all 6 quotes are by the same character.
6. Within groups students, write a personality profile about the character, and in turn are introduced to the one of the main characters in the novel, and realize the many different personality traits the character exemplifies. Students should use all five reading strategies, connecting, predicting, questioning, summarizing and clarifying while drawing up a personality profile.

Day 10 Follow the characters (During reading strategy) (See Appendix G)**Objective:**

- Students will gain a greater understanding of the characters they are about to meet in *Fallen Angels* if they follow them throughout the story.

Goals:

1. Students will analyze the characters they meet and record key happenings on their chart.
2. Students connect, predict, question, summarize and clarify as they read the read *Fallen Angels*.

Plan:

1. Students will create a chart of the main characters. They will chart the following aspects:
 - What does the character do?
 - What does your character say and think?
 - How do others feel about this character?
 - How does the character change throughout the story?
2. When students are finished reading the novel, they will be assigned cooperative group roles, and share their character traits. During sharing, students will incorporate the five reading strategies.

Homework:

⇒ Students will be assigned to read Chapters 1 and 2 in the novel.

Characters are:

- Perry
- Peewee
- Lt. Carroll
- Johnson
- Monaco
- Gearhart
- Brew

Day 10 Continued SMART (During reading) (See Appendix H)

Objective:

- Students will gain a greater understanding and awareness of vocabulary words within the text.

Goals:

1. Students will analyze the vocabulary words, deciding if they are familiar with the particular word.
2. Students will predict definitions for the assigned vocabulary words. They will also question and clarify as they gain new information.
3. Students will define the vocabulary words.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group's findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Assign cooperative group roles.
2. Individually, students will mark a 0, 1, or 2 by each vocabulary word.
0 – means they do not know what the word means.
1 – means they have heard of the word.
2 – means they know and use the word.
3. Students then make predictions for each word. They make inferences as to what each word means within the text.
4. The group members try to figure out the meaning of the words using context clues around their reading.
5. As students read the material, they will use the context clues to determine the meaning of the vocabulary words.
6. Students discuss the meanings of the vocabulary words and explain how the context clues guided their thinking.
7. Instead of marking up the book with question marks, students will note on their study guide difficult areas, and the group will help one another out.

Homework for day 10:

⇒Read chapters 1-3 in *Fallen Angels* by Walter Dean Myers

⇒Complete Vocabulary

⇒Begin "Follow the Characters" – this will be completed after each section of reading.

Day 12 Discussion Web (During reading) (See Appendix I)

Objective

- Students will gain a greater understanding of the first five chapters in the novel.

Goals:

1. Students will actively take part in a class discussion.
2. While discussing, students will connect, predict, question, summarize, and clarify any information.
3. Students will be ready to read the next section of the novel.
4. Students will be completing their “follow the characters” worksheet.
5. Students will be using SMART to notice context clues in the reading to understand vocabulary words.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group’s findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Students will answer questions over chapters 1-5 which will help clarify understanding of the material.
2. Students will discuss questions.
3. Cooperative group roles will be assigned.
4. Students will complete the discussion web. They will formulate statements supporting and opposing whether Perry is adapting to Vietnam.
5. Recorder will present findings to the class.

Discussion Questions

Making connections

- How would you respond to Perry’s concluding remark in chapter 5?
- What is your opinion of Perry so far?
- If you were in Perry’s position after graduating from high school, would you have enlisted in the military?
- How would you account for the strong bonds that develop among the African American soldiers?

Predicting/ making inferences

- What is going to happen to the men Perry has met? They are told the war is almost over – what do you think and why?
- Why does Perry go out on patrol despite his medical conditions? Give at least 2 reasons and support them with details from the novel.

Think about:

The officers responses to Perry's early questions

Perry's discussion with Lieutenant Carroll about his medical profile

Peewee's advice after Perry's discussion with Lieutenant Carroll

Literary Concept – Symbol

- A symbol is a person, a place, an object or an action that stands for something beyond itself. In his prayer for Jenkins, Lieutenant Carroll describes soldiers as "angel warriors." What do you think angels symbolize in this description?
- What incidents described in this section of the novel could have occurred to a young soldier entering the war? What incidents could have only happened in Vietnam during the 1960s? Explain and give examples.

Writing Prompt

- Imagine you are a new recruit in Perry's squad going out on your first patrol. Write a letter to a friend or family member at home about you experiences.

Homework

⇒ Read Chapters 7-9.

⇒ Complete "Follow the Characters" worksheet.

⇒ Complete vocabulary worksheet.

Day 14 Discussion Web (During reading) (See Appendix J)

Objective:

- Students will gain a greater understanding of the first twelve chapters in the novel.

Goals:

1. Students will actively take part in a class discussion.
2. While discussing, students will connect, predict, question, summarize and clarify any information.
3. Students will be ready to read the next section of the novel.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group's findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Students will answer questions over chapters 6-12 which will help clarify understanding of the material.
2. Students will discuss the questions.
3. Cooperative group roles will be assigned.
4. Students will complete the discussion web. They will formulate statements supporting and opposing whether Lt. Carroll was a mentally and physically strong leader.
5. Recorder will present findings to the class.

Discussion Questions

Making connections

- What thoughts did you have after reading the description of Lieutenant Carroll's face on the television screen?
- What are some historic moments or events that you have viewed on television? Do you think that television coverage presented an objective account of history in the making? Explain your answer.

Predicting/making inferences

- Compare and contrast Lieutenant Carroll's, Lobel's, and Perry's political and personal reasons for fighting the war. Think about their responses during the television

interview and their comments about their upbringings and family relationships before they enlisted.

Literary Concept - Characterization

- Why do you think Perry wants to be liked by the Vietnamese?
- After Lieutenant Carroll dies, Perry says, “The war was different now”(p. 115). Why do you think his death has changed Perry’s view of the war?
- How would you describe the ways that Perry and his squad cope with the day-to day stress caused by the war? Think about their relationships with one another, the activities they pursue, the topics they discuss and their reactions to Lieutenant Carroll’s death.
- Compare and contrast Perry’s relationship with his brother Kenny to your own relationship with a family member.

Literary Concept - Theme

- Cite incidents from this section of the novel that support Perry’s description of what war is about: “Hours of boredom and seconds of terror” (p. 111).

Making Connections: Writing prompt

- Write an obituary for Lieutenant Carroll describing his special qualities.

Homework

⇒Read Chapters 13-16.

⇒Know who you are going to interview by tomorrow.

Day 15 Save the Last Work for Me (During reading) (See Appendix K)**Objectives:**

- Students will gain a greater understanding of the material in the novel.
- Students will state strong opinions to the reading.

Goals:

1. Students will actively discuss the reading material, over TET, The Vietnamese New Year.
2. Students will share strong opinions on various statements within the novel based on the reading.
3. Students will be completing their “follow the characters” worksheet
4. Students will be using SMART to notice context clues in the reading to understand vocabulary words.

Plan:

1. Students will read the material over TET, the Vietnamese New Year.
2. Students will then select five statements they find interesting and write those statements on a note card.
3. Students will then write their opinion on the reverse side of the note card.
4. In groups, all students will share their statements and opinions.
5. The last person in the group gets the last word on the statement as it was his/her statement.
6. Each student in the group shares at least 3 statements.

Day 16 Discussion Web (During reading) (See Appendix L)

Objective:

- Students will gain a greater understanding of the first sixteen chapters in the novel.

Goals:

1. Students will actively take part in a class discussion.
2. While discussing, students will connect, predict, question, summarize and clarify any information.
3. Students will be ready to read the next section of the novel.
4. Students will be completing their “follow the characters” worksheet
5. Students will be using SMART to notice context clues in the reading to understand vocabulary words.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group’s findings.
- 4. **Elaborator** – Reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Students will answer questions over chapters 13-16 which will help clarify understanding of the material.
2. Students will discuss the questions.
3. Cooperative group roles will be assigned.
4. Students will complete the discussion web. They will formulate statements supporting and opposing whether Perry experiences more internal or external conflicts.
5. Recorder will present findings to the class.

Discussion Questions

Making Connections

- In your opinion, what word best describes Perry’s state of mind as he gets ready to join his unit after his release from the hospital?
- How would you answer Johnson’s question to Perry, “What you think about them protestors?” (p. 125)

- While in Vietnam, Perry's thoughts often drift back to Harlem. Compare and contrast Perry's feelings for Harlem with your feelings for the place where you grew up.

Predicting/Making inferences

- On a scale of 1-10, rate the leadership skills of both Sergeant Simpson and Lieutenant Gearhart. Support your ratings with evidence from the text. Consider how each officer treats the men in his command and how each officer performs in battle.
- Based on your reading, what do you consider to be the strengths and weaknesses of the American soldiers and the Vietcong soldiers? Support your answer with evidence from the novel.

Literary Concept – Internal Conflict

- An internal conflict is a struggle between opposing forces within a character. What internal conflicts plague Perry as he decides on the content of his letters to his brother Kenny? Consider letters that Perry composes, but never sends and experiences and insights that are omitted in the letters.

Writing Prompt

- Perry has a terrifying dream about the Vietcong he shot. Write a description of a nightmare, real or imagined, involving a memory that haunts you.

Homework for Day 16:

⇒ Conduct Oral History Interview

Day 19 Discussion Web (During reading) (See Appendix M)

Objective:

- Students will gain a greater understanding of the novel as they discuss the ending chapters.

Goals:

1. Students will take an active part in group discussion.
2. While discussing, students will connect, question, summarize, and clarify information.
3. Students will complete discussion web.

Plan:

1. Students will answer questions over the last chapters in the novel.
2. Assign cooperative group roles
3. Complete discussion web stating whether Perry made the right decision enlisting in Vietnam.
4. Recorder will share group findings.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group's findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Making Connections:

- What are your main concerns for Perry as he returns to "The World"?
- What values and beliefs do you think guide Sergeant Dongan's actions?
Think about:
 - Perry's observations about Dongan's upbringing.
 - Dongan's comments about his military experiences during the Korean War.
 - Johnson's, Peewee's, Monaco's, and Perry's remarks about Dongan's prejudice.
- Why do you think that Perry finds General Westmoreland's request to "maximize destruction" of the enemy so disturbing?

- Perry remarks, "We [Monaco, Peewee and Perry] has tasted what it was like being dead... We would have to learn to be alive again," (p. 259). What steps do you think they will have to take to regain their sense of being alive?
- Perry says, "You know, to a kid if you kill somebody and the somebody is supposed to be a bad guy, you're a hero" (p. 228). How do you think most young people define heroism? Compare and contrast your definition with Perry's.

Predicting and Making Inferences

- Do you think Perry and Peewee's friendship will weaken or grow stronger after their return to the United States?

Think about:

- What makes their friendship so special?
 - What circumstances await them at home?
 - Reasons they might have for maintaining for not maintaining their friendship.
- What do you think is the most important social or political issue raised in the novel?

Literary Concept - Theme

- How would you explain the main message that Walter Dean Myers conveys about the war in Vietnam?
- Compare Perry's feelings about coming home alive to those of other survivors of great catastrophes - 9/11, plane crashes, natural disasters, etc. What emotions do you think survivors of catastrophes have in common?
- **Writing Prompt:** Write a scene featuring Perry's reunion with his mother and brother.

Day 20 Discussion Web (After reading) (See Appendix N)**Objective:**

- Students will gain a greater understanding of the novel as they discuss the novel and themes as a whole.

Goals:

1. Students will take an active part in group discussion.
2. While discussing, students will connect, question, summarize and clarify information.
3. Students will complete discussion web.
4. Students will be completing their “follow the characters” worksheet.
5. Students will be using SMART to notice context clues in the reading to understand vocabulary words.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group’s findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Cooperative group roles will be assigned.
2. Students will think about the positives and negatives regarding the question, eDid the United States make the right decision about entering Vietnam?:
3. Groups will complete the discussion web stating whether the US made the right decision going into Vietnam.
4. Recorder will share group findings.

Day 21 Save the last word for me (After reading) (See Appendix O)

Objective:

- Students will continue to make the connection between the time period and the affect it had on the war.

Goals:

1. Students will actively search for strong points within the reading.
2. Students will state strong opinions about the reading.
3. Students will actively take part in group discussion.

Jobs:

- 1. **Group facilitator** – facilitates the discussion, is in charge of making sure the work is completed, and is responsible for making sure all group members participate.
- 2. **Timekeeper** – keeps track of time and keeps the group moving from one topic to the next. The timekeeper prevents too much down time.
- 3. **Recorder** – takes notes and is able to report on the group's findings.
- 4. **Elaborator** – reminds the group to make connections to prior knowledge, predict information, question various information, while clarifying and summarizing the information.

Plan:

1. Students will decide on cooperative group roles.
2. Students will read the article, *Kent State Forever Linked with Vietnam Era* by Gary Tuchman.
3. While reading, students will write down five different statements from the reading on a note card.
4. When finished reading, students will write their opinion to the statement written on the reverse side.
5. Each member of the group shares three of their five statements and opinions with the group.
6. The group member holding the card, gets the last word as it is his/her comment.
7. Recorder reports major findings to the group.

Conclusion

When students are finished with this unit, they will have a better understanding of themselves, and what they as individuals stand for in our society. Studying the Civil Rights Movement gives students the opportunity to examine and reflect on their own morals and beliefs at a point in their life when they are beginning to develop their true character and personality.

Along with understanding themselves on a deeper level, students will also learn how to work effectively with their peers. After teaching adolescents for five years, I have noticed the majority of my students focus more on themselves than the world around them. They are at a point in their lives when they are very self-absorbed. Cooperative learning forces students to get outside of themselves and focus on the world around them. Through this unit, students will learn how to value and respect diverse opinions and viewpoints. Because of the nature of the topics discussed within the sixties unit, many of the discussions hit close to home with students. Most students had parents or grandparents directly involved with segregation laws, protesting, sit-ins, or Vietnam. Additionally, as the discussions take place, students learn the importance of being polite and considerate to their classmates. The personal experiences brought into the classroom offer incredible depth and insight. Relating the material to their own personal lives also helps build the relationship between the students and their parents and grandparents. Many of the students enjoy this unit as they feel empowered by sharing real-life experiences from their families' backgrounds. This unit strengthens the bond between student-parent and student-grandparent relationships as they are able to visit and discuss their own personal histories. And this discussion that occurs is more fluent because

students are learning how to discuss actively through the use of the cooperative learning roles in the classroom. Cooperative learning empowers students, and when students are empowered, they are at the center of their learning.

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Appendix A
Read-Aloud
Pre Reading
Day 4

Name _____

Cooperative Role _____



READ ALOUD

Directions: As you and your partner are reading Martin Luther King's *I Have a Dream* Speech, stop after each paragraph and comment using at least two different strategies.

Thinking Strategies (To be used while reading)

Reacts - Shows thinking about the ideas presented, reacts to ideas and/or writing style

Summarizes - states the main ideas, lists some details

Clarifies - Restates and reflects on meaning of ideas

Connects - Makes relevant connections that bring the reader deeper understanding of text

Questions - Asks relevant questions about the information or writer or writing; questions may be formed as statements

Evaluates - Looks at the writing style and/or ideas, weighs authority of information

Predicts - Makes predictions about content, title, meaning, or future implications

Criticizes - Thinks critically about the ideas and/or the writing

Making inferences - Draws conclusions about idea and/or writing based on founded information



Read Aloud Conversation Starters

Clarify Something

- ♣ Oh, I get it...
- ♣ Now I understand... like...because...
- ♣ This makes sense now...
- ♣ No, I think it means...
- ♣ I agree with you. This means...
- ♣ At first I thought..., but I now I think...
- ♣ This part is really saying of...

Make a Comment

- ♣ One thing I like is ...
- ♣ What I don't like is...
- ♣ I don't get this part here...

Make a Prediction

- ♣ I predict that...
- ♣ I bet that...
- ♣ I think that...
- ♣ Since this happened... then I bet the next thing
- ♣ Reading this part makes me think is about to happen...
- ♣ I wonder if...

Visualize

- ♣ As I was reading, I could see...
- ♣ A picture that came into my mind was...
- ♣ I can just picture...

Make a Connection

- ♣ This reminds me of...
- ♣ This character...is
- ♣ This is similar to...
- ♣ The differences are...
- ♣ I also (name something in the text that also happened to you)...
- ♣ This character makes me think
- ♣ This setting reminds me of...

Ask a Question

- ♣ Why did...
- ♣ I bet that...
- ♣ Why did...
- ♣ Do you think that...
- ♣ Who is...
- ♣ What's this part about...
- ♣ How is this...like this...
- ♣ What would happen if...
- ♣ Why...

Appendix B
Problematic Solutions
Pre Reading
Day 5

Name _____

Cooperative Group Role _____

Problematic Situations

You are a star defensive football player on a team playing for the championship. If you win, you could receive a college scholarship. Your coach has just told you to go in and “take out” (injure) the opposing quarterback. Do you do it?

You are a railroad worker in a rural Germany in 1942. On a daily basis you help care for the many locked boxcars that sit for the night. It is obvious they are full of people. Occasionally you think about freeing them or at least asking you supervisor what you should do. What do you decide to do?

As an editor for a German newspaper in early 1941, you receive a letter and photographs that prove Jews are being killed only 20 miles from you town. What do you do with the information?

You are a first-generation immigrant to America, and you parents to not read, write or speak English. Your school’s open house is coming and you’re afraid if they come you may be embarrassed, do you invite them?

As an American scientist in 1944, you have the solution for a successful atomic bomb. You dream of its future possible use and abuse. Do you share your knowledge and solution?

You and you family have been best friends with a Jewish family for decades. They will soon be taken away if you do not hide them. If your family is caught, you’ll all go to jail or worse. What will you do?

Appendix C
Read-Aloud
Pre Reading
Day 6

Name _____

Cooperative Group Role _____



Your Job: Each group will be asked to read a children's book dealing with civil rights and the time period.

Part I

- Each group will be given two title of the same book. Instead of working with your group of four, you will work with just one person in the group, so pair up with one person.
- As each set of two is reading their book, make sure to read and annunciate all the words on the page. Show the pictures to each other, and work on your presentation skills.
- After one partner reads a few pages, the other partner should comment using the thinking strategies. Then partners switch roles.

Part II

1. When both pairs are finished reading, within the group, decide on cooperative group roles.

2. Individually, each group should answer and analyze the following questions:

⇒Who was the main character?

⇒What was the conflict?

⇒What emotions did the story provoke within you?

⇒Can you make any connections to what happened in the story to today's life?

⇒Evaluate the story – is it an accurate children's story relating to the topic of civil rights? What age level is appropriate to read this story?

⇒Does this story fit into the ninth grade classroom?

- After answering questions, discuss answers with the group.

Part III

- Recorder then shares highpoints from the group with the class.

Appendix D
Anticipation /Reaction Guide
Pre Reading
Day 7

Out of Vietnam

Thirty years ago this week, the U.S. ended its most unpopular war. But Vietnam has cast a long shadow.



BY SEAN PRICE

On January 23, 1973, someone handed a note to rock singer Neil Young during his concert at New York's Madison Square Garden. Young read it, looked up, and told the crowd: "The war is over." His audience of more than 18,000 went wild: Americans were finally getting out of Vietnam. The screaming and hugging went on for 10 minutes.

It was a joyful celebration—one of the few to occur that day. Americans were relieved that the Vietnam War was ending, but most saw no reason to dance in the streets. Indeed, 58,000 Americans had been killed since U.S. combat forces entered Vietnam in 1965;



MARCH MADNESS: War protests, like this one in 1969, became commonplace as the Vietnam War dragged on. The anti-war movement spurred others to question authority.

another 300,000 had been wounded. The war had cost \$200 billion.

Not only that. Vietnam had deeply rocked American society, pitting young against old, civilian against military, citizen against government. Reacting to the war's end, Vietnam veteran Walter Reddick told *The New York Times*, "It really started a revolution among people here."

"PEACE WITH HONOR"

President Richard Nixon, elected in 1968, had been groping for "peace with honor" in Vietnam. As part of America's Cold War policy of containing the spread of Communism, Nixon's predecessor, Lyndon Johnson, had sent in U.S. forces to stop Communist North Vietnam from taking over South Vietnam. In his effort to end the war, Nixon escalated it. He tried unsuccessfully to bomb North Vietnam into submission.



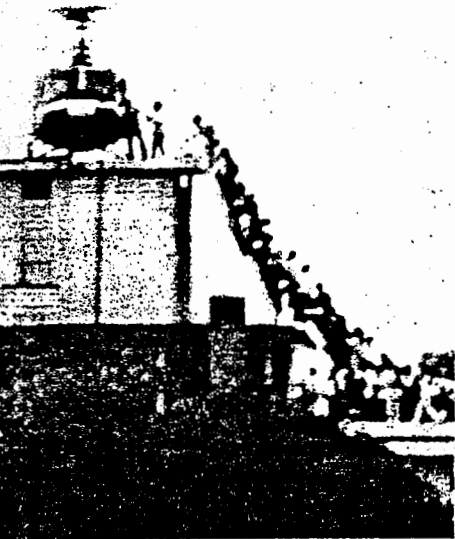
He also expanded the war into neighboring Cambodia, where the North had supply lines.

PASSIONS INFLAMED

Nixon's expansion of the war helped fuel a growing anti-war movement that filled the TV news with scenes of riots and clashes with authorities. At a May 4, 1970, protest at Ohio's Kent State University, four students were killed when National Guardsmen opened fire.

The grim images of students weeping over the dead at Kent State inflamed other campuses. About 2 million students nationwide—a quarter of U.S. college students—joined anti-war protests. They held student strikes, burned draft cards, and even bombed ROTC buildings. Their disruptions caused 75 colleges to close down early that semester.

The anti-war movement fueled other



LAST EXIT: With U.S. forces gone, North Vietnam defeated South Vietnam in 1975. As Communist troops neared South Vietnam's capital, Saigon, refugees desperate to escape the city waited to board a U.S. helicopter (above) on a rooftop. Many Vietnamese were left behind. An American official punched a man (above left) trying to board a transport plane already overloaded with refugees.



PEACE AT HAND: Le Duc Tho of North Vietnam (left) shook hands with U.S. Secretary of State Henry Kissinger following a cease-fire agreement. Both men won the Nobel Peace Prize for their successful negotiations. But Tho refused his award because he said the agreement did not end the war for the Vietnamese.

rebellions all over the U.S. Young people angrily questioned everything from dress codes to censorship of school newspapers. As *New York Times* columnist James Reston wrote:

"There has been a sharp decline in respect for authority in the United States as a result of the war . . . not only for the civil authority of government but also for the moral authority of the schools, the universities, the press, the church, and even the family."

The war's advocates found it tough to build support. Almost every night, Americans saw uncensored footage from Vietnam on the network news, which broadcast weekly body counts of U.S. casualties. As scholar Marshall McLuhan put it, "Vietnam was lost in the living rooms of America."

Cease-fire talks had sputtered along since 1968, mostly in secret. In the fall of 1972, Nixon's Secretary of State, Henry Kissinger, declared that "peace is at hand." But the deal broke down and Nixon ordered the massive "Christmas bombing" of North Vietnam, killing more than a thousand civilians. The two sides went back to the bargaining table.

Finally, the cease-fire was worked out in Paris by Kissinger and North

Vietnamese negotiator Le Duc Tho. It allowed the U.S. to pull out, retrieve 591 prisoners of war, and continue aiding South Vietnam. The last U.S. ground troops left Vietnam in March 1973. North and South Vietnam agreed to freeze their territorial positions. But few believed that would happen.

NIXON'S PRIVATE WAR

Meanwhile Nixon himself became a war casualty. As the conflict dragged on, he had become obsessed with the demonstrators and with stopping leaks to the press. This prompted Nixon's Republican aides to form a secret group to spy on the President's opponents.

During the 1972 presidential campaign, some of Nixon's spies got caught breaking into the Democratic Party headquarters at Washington's Watergate apartment and office complex. Nixon's attempts to cover up his aides' role soon came to light. On August 9, 1974, he escaped impeachment only by resigning, becoming the first U.S. President to quit.

By then the country was determined to

have "no more Vietnams." Congress set new limits on presidential war powers. In April 1975, when North Vietnamese forces began to overrun South Vietnam, Congress refused to approve more military aid. President Gerald Ford, who replaced Nixon, affirmed: "The Vietnam War is finished as far as the United States is concerned."

But the conflict cast a lengthy shadow. Families of missing soldiers accused the Vietnamese of continuing to hold American prisoners, though none have ever been found. Some vets who did come home were jeered for fighting an unpopular war. The 1982 unveiling of a Vietnam Veterans Memorial helped show some long overdue appreciation. Yet many veterans, like poet David Connolly, still face unwanted reminders of the war. In recurring nightmares, Connolly sees the bloody deaths of two comrades:

"You see, these two/they've been taking turns/dying on me,/again and again and again/for all these long years/and still people tell me/'Forget Nam.'" ■

Anticipation Reaction Guide

Agree Disagree

- _____ 1. 48,000 Americans were killed since U.S. entered Vietnam in 1963.
- _____ 2. Vietnam did not have much effect on the American society.
- _____ 3. Lyndon B. Johnson sent U.S. forces to stop Communist South Vietnam from taking over North Vietnam.
- _____ 4. On May 4, 1970, the protests at Kent State ended peacefully.
- _____ 5. There was a sharp decline in the respect for authority during the sixties.
- _____ 6. Vietnam was lost in the living rooms of America.
- _____ 7. Nixon became a war casualty because he was president.

After Reading

Agree Disagree

- _____ 1. 48,000 Americans were killed since U.S. entered Vietnam in 1963.

Evidence: _____

- _____ 2. Vietnam did not have much effect on the American society.

Evidence: _____

- _____ 3. Lyndon B. Johnson sent U.S. forces to stop Communist South Vietnam from taking over North Vietnam.

Evidence: _____

- _____ 4. On May 4, 1970, the protests at Kent State ended peacefully.

Evidence: _____

- _____ 5. There was a sharp decline in the respect for authority during the sixties.

Evidence: _____

- _____ 6. Vietnam was lost in the living rooms of America.

Evidence: _____

- _____ 7. Nixon became a war casualty because he was president.

Evidence: _____

→ **Appendix E**

SMART (Self-Monitoring Approach to Reading and Thinking)

Pre Reading

Day 8

11/16/96

TONKIN GULF INCIDENT

What really happened that night off the coast of North Vietnam?



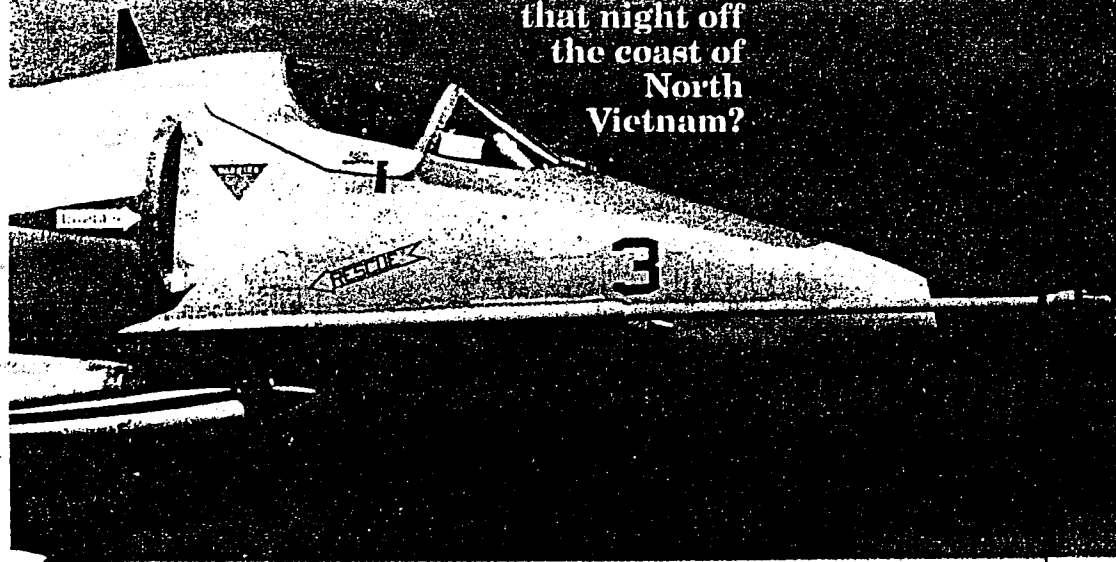
President Lyndon Johnson August 4, 1964

Read Magazine 11/15/96

The crews aboard the USS *Maddox* and the USS *C. Turner Joy* were in mass confusion. Static electricity in the atmosphere was interfering with radar and communications equipment. Two nights earlier the American ships had come under attack by three North Vietnamese patrol boats. The *Maddox* sank one and crippled the other two. Tonight, in the midst of the violent storm, the *Maddox* intercepted a message suggesting that the North Vietnamese were going to attack again.

Now, it seemed, the attack had begun.

On the *Maddox*, the sonarman reported that enemy craft had appeared on sonar. In the rapid flashes of lightning, the crew aboard the *C. Turner Joy* reported seeing the wakes of several torpedoes in the water. Both destroyers opened fire. Fighter planes from air-



An act of revenge. You might say the war in Vietnam started that way. You might. But you would not be completely correct.

American involvement in the war in Vietnam—though the American government never actually called it a war—began on a summer day—August

4, 1964. In the United States, President Lyndon Johnson was eating breakfast when he got the message: On the other side of the world in the Gulf of Tonkin, two American destroyers were under torpedo attack by the Army of the People's Republic of North Vietnam.

Southeast Asia is 12 hours ahead of

the East Coast. In Washington, D.C., the summer sun was heating up the White House lawn. But in the Gulf of Tonkin, night had already come and a terrific storm was churning the gulf waters. Sheets of blowing rain reduced visibility to zero except when rapid flashes of lightning ripped across the sky.

craft carriers 60 miles away in the China Sea were requested to assist with aerial support.

The pilots first fired flares to illuminate the churning seas beneath them. But they did not spot any enemy boats. The wakes in the water seemed to be from the zigzag maneuvers of the American destroyers.

Near midnight, an authoritative voice from one of the ships ordered the planes to "go back home."

"Say again?" repeated the bewildered squad leader.

"Tell all planes to go on back. We don't need them," the voice repeated.

The night was one of havoc, caused in part by the storm and by the intercepted message of an impending attack. Yet no one aboard the *Maddox* had actually heard enemy gunfire. And the sounds of the rapidly closing torpedoes could have been nothing more than the *Maddox's* own propellers.

Captain Herrick, aboard the *Maddox*, sent a message to Washington. It read:

Freak weather effects and an over-eager sonarman may have accounted for many reports. No actual sightings by Maddox. Suggest complete evaluation before any further action.

THE DOMINO THEORY

The Vietnamese people had been at war for years, but not with the United States. In the mid-1800s, France seized control of the small Asian country and made it a colony. French armies controlled the cities, but the people in the rural areas and in the mountains resisted French rule.

By the end of World War II, the resistance was an open revolt. A Vietnamese Communist named Ho Chi

Minh had organized the Army of the People's Republic. The French scoffed, calling Ho Chi Minh's forces a "barefoot army." Nevertheless, the finest French paratroopers and Foreign Legion soldiers could not defeat the barefoot rebels.

Once the French pulled out, both Communist China and the Soviet Union saw an opportunity to gain a foothold in the country and supplied military equipment to Ho Chi Minh. Some Vietnamese people supported a Communist takeover; others did not.

From the American point of view, South Vietnam was a country torn apart by war. On one side were the good guys—the South Vietnamese who wanted a democratic government. On the other side were the bad guys—the North Vietnamese who supported a Communist takeover of the south.

If South Vietnam fell to the Communists, other Asian countries would also fall. At least, that was what the American government believed. Politicians compared the countries in Southeast Asia to a line of dominoes. If one country fell, the others would topple as well.

With the French out of the way, the Americans stepped in to prevent the dominoes from falling. The Americans sent money and equipment to help the good guys defeat the bad guys. U.S. troops were sent to South Vietnam to train the South Vietnamese army.

By midsummer 1964, however, it was clear that the South Vietnamese army was losing the war. Worse, terrorist attacks by the Communists in the north had killed a number of Americans in South Vietnam. Bombs exploded in bars, in theaters, and in places where American troops were stationed.

Advisers to President Johnson

urged him to pressure North Vietnam by bombing its capital, Hanoi. Secretly, Johnson and his advisers began pinpointing possible targets. In fact, the *Maddox* had been cruising the Gulf of Tonkin for months, secretly gathering intelligence on those targets.

RETALIATION

Was the August 4 attack on the *Maddox* and the *C. Turner Joy* unprovoked? Did it even occur at all?

"For all I know, our Navy was shooting at whales out there," President Johnson was quoted as saying.

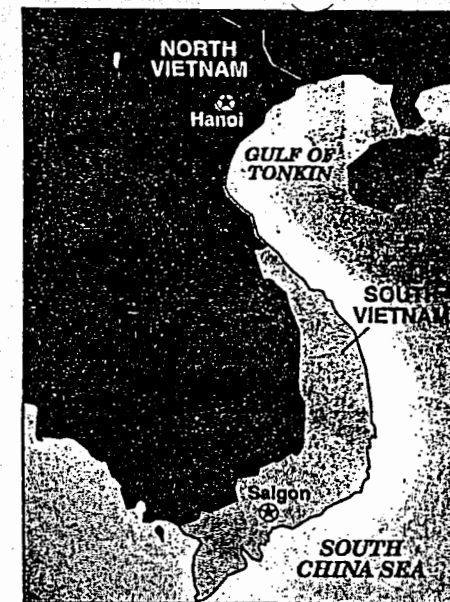
In other words, Johnson was aware that the attack might have been bogus. Still, the president did not wait for a complete evaluation, as Captain Herrick had advised. The Gulf of Tonkin incident was an opportunity to rally public and congressional support for bombing North Vietnam.

At approximately 11:36 p.m. on August 4, the president appeared on national television. On the East Coast, many Americans had already gone to bed. Half-a-world away in the Gulf of Tonkin, it was already morning on August 5, and fighter pilots aboard both, the *USS Constellation* and the *USS Ticonderoga* were being briefed on an important mission.

"Repeated acts of violence against the armed forces of the United States," said the president looking into the camera, "must be met not only with alert defense but also with positive reply."

Off camera, Johnson's words to his advisers were less diplomatic. "I not only want retaliation. I want you to . . . bomb them out of existence."

Half-a-world away, the carrier air-group commander spread open a map



of North Vietnam and pointed to the target—Hong Gai Harbor. "We just got word from Washington," he told his pilots. "The mission is a GO."

So U.S. involvement in the war in Vietnam—though the American government never actually called it a war—began. It was an act of revenge. But it had been anticipated—even plotted—months before the supposed Gulf of Tonkin attack.

Among the pilots participating in the mission that fateful morning of August 5, 1964, was LTJG* Everett Alvarez Jr., an A4C Skyhawk pilot. He knew little about Vietnam, but he recognized the seriousness of his mission. "We're going into battle!" he thought. "This could be the start of something big."

On the pages that follow, we tell Alvarez's story of what happened when his mission fell apart.

*Lieutenant Junior Grade

CHAIN

D ★

The
true
story of
POW
Everett
Alvarez
Jr.

CHARACTERS

(main parts in boldface)

Narrators 1, 2, 3

Crew member

Commander Bob Nottingham, *flight leader*

Lt. Everett Alvarez Jr., a Navy fighter pilot

North Vietnamese Soldier

Delia, Alvarez's younger sister

Tangee, Alvarez's wife

Owl, a North Vietnamese officer

U.S. soldier

Stoneface, a North Vietnamese guard

Chihuahua, a North Vietnamese interrogator

Geronimo

Captain Ronald Storz

SCENE 1

Narrator 1: The order comes through crisply at 2 p.m.

Crew member: Man aircraft!

Narrator 2: On board the USS *Constellation*, 20 pilots from attack squadron 144 quickly get into gear.

Narrator 3: Lt. Everett Alvarez slips his arms and legs through his torso harness and zips it up. His survival vest holds food rations, a knife, flares, and shark repellent.

Narr 1: As he pulls on his gloves, he notices his wedding ring. Survival school instructors had warned the pilots not to wear wedding rings in combat. Communist soldiers might inflict further mental torture on a captured married pilot by fabricating stories about the aviator's wife's abandoning him for another man.

Narr 2: But in the seven months since Alvarez's marriage to Tangee, he has never flown without his ring. He decides to wear it now.

Skyhawk. A crew member has already checked the ejection rings and parachute. Alvarez slips on his helmet and fastens his face mask. He gives a thumbs up.

Crew member: Go get 'em, sir! Good luck!

Narr 1: Swifly, the deck crew attaches the thick steel cables of the catapult to the Skyhawk, holding the plane as if in the gut of an archer's bow.

Narr 2: Alvarez pushes the throttle all the way forward to maximum thrust. On deck, the catapult officer waves his hand, and—

Narr 3: Whoosh! The Skyhawk is shot from the sling at 120 miles per hour. Within seconds, Alvarez is aloft and circling, waiting for the rest of the squadron to join formation.

Narr 1: Earlier in the briefing room aboard the *Constellation*, the air-group commander informed the 20 pilots that the mission was in retaliation for an



in the Gulf of Tonkin.

Narr 2: Never before have U.S. planes bombed North Vietnam, and Alvarez realizes the significance of his mission.

Narr 3: With the entire squadron now in the air, flight leader Commander Bob Nottingham leads the squadron toward the target—the naval base in Hong Gai Harbor.

Narr 1: After about an hour, with the harbor just miles ahead, Nottingham breaks radio silence.

Bob Nottingham: This is it. Alvarez and I go first. The rest of you drop back.

Narr 2: Nottingham, with Alvarez on his wing, descends through smog over the rocky coast.

Narr 3: Four torpedo boats are lying in wait in the bay. Nottingham and Alvarez make an identification pass, then bank and make a second pass.

Narr 1: Alvarez is skimming the trees. He squeezes the trigger and watches the bullets walk up the water and into a PT boat.

Narr 2: Suddenly, the sky is filled with bursts of anti-aircraft fire.

Nottingham: Look out! They're shooting at you!

Narr 3: Flak from the guns below peppers the sky. Alvarez hears a *poom* and sees a yellow flash on his wing.

Narr 1: At once, the plane rolls.

Lt. Everett Alvarez: War Paint 409, this is 411. I've been hit.

Narr 2: Frantically, Alvarez fights to level the Skyhawk, but the plane is crippled.

Alvarez: I'm on fire and losing control.

Nottingham: You know what to do.

Narr 3: If he doesn't eject now, he'll crash with the plane.

Alvarez: Right. I'll see you guys later.

Narr 1: He grabs the ejector ring behind his head and yanks hard. The

canopy of the plane shoots off, and a rocket blasts the pilot's seat out of the doomed plane.

Narr 2: The force of the expulsion wrenches Alvarez's limbs, causing him to nearly black out. The seat falls away and he dives spread-eagle through the sky. Then his main parachute claps open and he hits the water—hard.

SCENE 2

Narr 3: Alvarez pulls away his face mask and rips off his helmet. About 200 feet away, a sampan fishing boat is heading his way.

Narr 1: Alvarez tries to swim underwater, but the current is too strong. As he surfaces, gasping for air, a bullet zings through his flight suit, winging him in the arm.

Narr 2: The sampan circles closer. Four men in the boat aim rifles at him. Feverishly, Alvarez slips off his wedding ring and lets it drop in the water.

Alvarez: *(to himself)* Don't worry, Tangee. Someday I'll get you another one.

Narr 3: One man loops a rope around the pilot's neck, and the others haul him on board. At once, they strip him of his boots and socks and truss him up like a snared shark.

N.V. Soldier: Vietna? Vietna?

Narr 1: Alvarez realizes they are trying to figure out his nationality. To confuse them, he answers in Spanish.

Alvarez: No entiendo.*

N.V. Soldier: Parlez-vous Francais?

Alvarez: *(loudly)* ¡No entiendo!

Narr 2: The soldier discovers a wallet in Alvarez's pants. The soldier's eyes go wide.

*I do not understand.

N.V. Soldier: U.S.A.?

Narr 3: Black smoke billows from the bombed naval base. With pride, Alvarez decides they ought to know who did the dirty work.

Alvarez: Uh, huh. U.S.A.

Narr 1: As the boat heads for shore, the soldiers blindfold Alvarez, then shove him under a tarpaulin. He's heard stories of what happens to prisoners of war.

Narr 2: In his hometown of Santa Clara, California, is a rusting monument to the POWs of the Bataan Death March, soldiers who had been captured—and tortured—by the Japanese during World War II.

Alvarez: *(to himself)* What will they do me? Will they hang me by the ankles? rip off my skin? lop off my head?

Narr 3: He does not fear death, but he worries about the pain his mom and dad, his sister, and his wife will feel when they learn he has been captured. Alvarez begins to pray.

Alvarez: Our Father, who art in heaven . . .

SCENE 3

Narr 1: On Wednesday afternoon, August 5, thousands of miles away in Santa Clara, Delia Alvarez arrives at work. A news article in the morning paper stuns her.

Delia Alvarez: *(reading)* American forces bomb North Vietnam . . . two pilots downed.

Narr 2: She sinks into her chair.

Delia: Not Everett. Please don't let it be my brother.

Narr 3: Across town, Tangee is playing with her nieces when a military car parks in front of her house. Two naval officers get out.



Photograph of Alvarez taken by his captors days after his capture

Tangee: *(to herself)* What in the world are they doing here?

Narr 1: Then it hits her like a punch to the stomach.

Tangee: Oh, no! Not Everett!

Narr 2: Within the hour, the Alvarez family has gathered together to comfort one another.

Tangee: The officers told me two men had been shot down. One died and the other was

taken prisoner. But they don't know which is Everett.

Delia: He's alive. He must be.

Narr 3: The afternoon mail brings an eerie coincidence—a letter from Hong Kong written a week ago by Alvarez to his sister. With shaking hands, Delia opens the envelope.

Delia: *(reading)* Hi, Del—How's everything? I'm OK. Tomorrow my ship leaves here and goes to sea . . .

Narr 1: The telephone rings. A newspaper reporter tells Tangee that radio Hanoi has identified the downed pilot as Everett Alvarez.

Narr 2: The family rejoices happily. Everett is alive! But then they become grim-faced again.

Narr 3: They too have seen the monument to the victims of the Bataan Death March.

Tangee: What will they do to him?



Alvarez is paraded at gunpoint through a village in North Vietnam.

Delia: Everett is strong. He'll survive. We must not give up hope.

SCENE 4

Narr 1: Alvarez's body is stiff with pain caused by being ejected from the Skyhawk. His wrenched legs and arms throb, and it is impossible for him to stand upright without agonizing jabs in his back.

Narr 2: His captors force him to wear pajamas and to sleep in shackles so that he can barely move.

Narr 3: Each day, a Vietnamese officer who speaks English questions him. The man's hooked nose and dark eyes remind Alvarez of an owl, so that is the nickname Alvarez mentally gives him.

Owl: What is the name of your ship?

Narr 1: Alvarez says nothing.

Owl: How many planes attacked Hong Gai?

Alvarez: All I have to tell you is my name, rank, and serial number.

Owl: (snorting) You think you are a prisoner of war? There is no war. We can do with you what we like.

Narr 2: They have already paraded

him through the dirt streets of Hong Gai with a rope tied around his neck. Villagers spat and shouted at him.

Owl: You are young. How old?

Alvarez: I'm 26.

Owl: You have family, yes?

Narr 3: Again, Alvarez clams up.

Owl: How is your health?

Alvarez: I hurt all over.

Owl: A doctor will come to you. But you must cooperate. What was your mission?

Alvarez: (lying) I was on a scouting mission.

Owl: You fired on our boats.

Alvarez: (arrogantly) Gosh, did I?

Owl: (angrily) Yours is not the only plane we shot down. But you are the only survivor.

Narr 1: Alvarez looks up sharply. Owl smiles. For the moment, he is satisfied. The guards lead Alvarez back to his cell.

Narr 2: A few days later, Owl bursts into the cell.

Owl: Get up! Get up! Get up!

Alvarez: What do you want now?

Owl: You don't tell me, but we know! Your family lives on Bohannon Drive. Your wife is Tangee. Your ship is *Constellation*. We know!

Narr 3: Alvarez is shocked. How could they have found out such things?

Narr 1: Owl pulls out a map.

Owl: Show me. Where was *Constellation*?

Narr 2: Frantically, Alvarez tries to think. If he lies and they find out, they might shoot him. If he really isn't a POW, then what is he? And if there really isn't a war, then why hasn't some American diplomat come for him?

Alvarez: (crying) Some place there

I can't tell exactly.

Owl: What was your mission?

Alvarez: I can't tell you that.

Narr 3: Impatient, Owl stuffs the map into his bag.

Owl: You go to another place.

Alvarez: Go where? Why?

Narr 1: Two guards tie his wrists so tightly that the cord bites into his flesh. Then they blindfold him and take him away in a truck.

Narr 2: The road is bumpy, and the journey seems to take forever. In time, the truck stops. The guards lead Alvarez to a boat.

Narr 3: He has no idea where he is or

what will happen to him.

Narr 1: In fact, he is going to Hoa Lo Prison in Hanoi. One day the American POWs will call it—sarcastically—the Hanoi Hilton.

Narr 2: But for now, Alvarez is alone, the first American taken prisoner in North Vietnam.

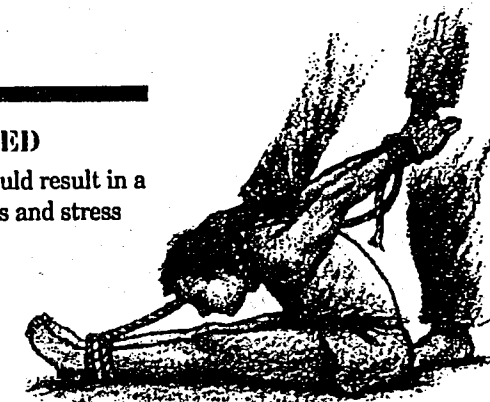
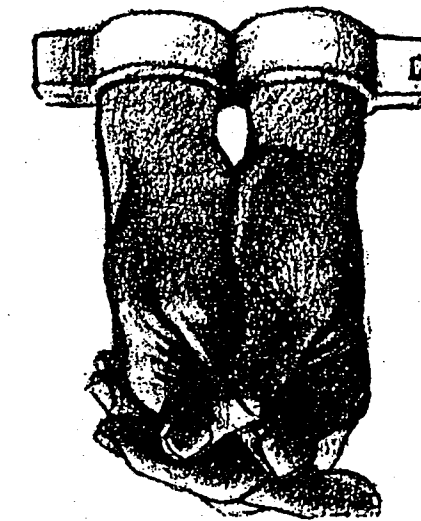
SCENE 5

Narr 3: At a naval air base in California, Tangee stares at the grainy radiotelephoto. The man staggering through the street with a rope around

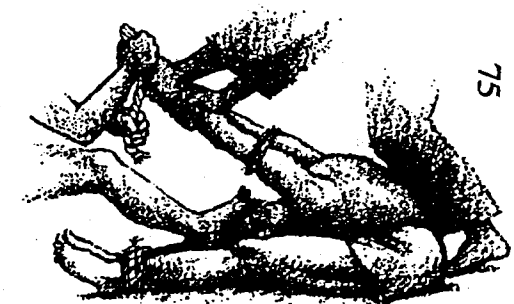
THE TORTURE THEY ENDURED

Failure to bow politely to prison guards could result in a severe beating. Guards also used manacles and stress positions to break a POW's resistance.

Iron manacles cut deeply into flesh.



Called the "rope trick" by the American POWs, this stress position . . .



. . . cut off circulation and caused unbearable pain.

his neck looks haggard and totally helpless.

U.S. soldier: (to Tangee) Can you positively identify him as your husband?

Tangee: (sadly) Yes, it is him.

Delia: (quickly) Don't feel bad, Tangee.

At least he's alive. He's standing. He's walking. (to herself) If only just barely.

U.S. soldier: I must remind you not to make any comments to reporters. It could be trouble for Everett. The North Vietnamese may use anything you say against him.

Narr 1: As the family leaves the air base, reporters swarm around them. Cameras click madly.

SCENE 6

Narr 2: Alvarez does not always know day from night. His cell has no windows, and the naked lightbulb burns continually.

Narr 3: The guard he has nicknamed "Stoneface" unlocks the door and places a thermos of warm water and a covered plate of food on the table.

Narr 1: Alvarez lifts the cover. A chicken head floats in grease.

Alvarez: (shouting) I cannot eat this food.

Stoneface: We are a poor people. We do not have much. We are giving you the best. (He leaves.)

Narr 2: On other days, Alvarez finds an animal hoof in a slimy stew. Or 6-inch long prawns, complete with eyes, floating in a muddy broth that smells of drain water.

Alvarez: (sobbing) I've got to eat something! If I don't eat, I will die.

Narr 3: Slowly, he picks at the food and forces himself to swallow. But it is no good. Minutes later, his stomach retches and he vomits. Each day is the same.

Sometimes he vomits blood.

Alvarez: I am ill. I need a doctor.

Narr 1: One morning a new interrogator faces Alvarez. This one has the eyes of a miniature Mexican dog. Mentally, Alvarez calls him "Chihuahua."

Chihuahua: You have committed a crime against our people! You will be tried and punished.

Alvarez: But it was a military action. I was ordered on a scouting mission.

Chihuahua: (sharply) And we keep telling you there is no war. America is no longer the big power it used to be. The Paper Tiger is dead. What can the U.S.A. do for you now? This is Vietnam. And you are a criminal.

Narr 2: A severe stomach cramp causes Alvarez to cry out in pain. They are going to starve him into submission, he realizes.

Alvarez: I need food. Cooked food.

Narr 3: Chihuahua tries a new tactic.

Chihuahua: Your wife is beautiful.

Narr 1: Alvarez is so weak, he can hardly hold up his head. But at the mention of Tangee, he forces himself to look at his interrogator.

Alvarez: How do you know?

Chihuahua: I have a picture of her.

Alvarez: (eagerly) Can I see it?

Chihuahua: Do you have children?

Narr 2: Alvarez knows they are trying to break down his resistance by reminding him of home. Even so, he begs.

Alvarez: Please! Let me see her!

Narr 3: Chihuahua gives him the picture, a copy from a newspaper. Long after the guards have dragged him back to his windowless cell, Alvarez stares at Tangee. She is crying. Alvarez sobs too.

Narr 1: One morning, allowed to walk in a small, walled courtyard, Alvarez finds a rusty nail. He scratches a cross

onto the courtyard wall. Then he scratches his name.

Alvarez: (using the nail) Everett Alvarez. Shot down 5 August 1964. Arrive Hanoi August 11.

Narr 2: At night, brown rats—some as large as cats—squeal in the courtyard and gnaw at the wooden door to Alvarez's locked cell.

Narr 3: The rats, the inedible food, even the continually burning lightbulb torture Alvarez. But nothing is worse than the solitary confinement.

Narr 1: He talks to himself just to hear a human voice.

Alvarez: The high-school track meet, remember that? The fans cheered for you. (laughs) Yeah, I was some hero.

Narr 2: Weeks pass. With his hidden nail, Alvarez scratches on the courtyard wall a new date.

Alvarez: Columbus Day, 1964.

Narr 3: Weak from dysentery, Alvarez still manages to pray in front of his etched cross. Then one day when he lifts the cover of his supper plate, Alvarez finds an omelet and fried potatoes.

Alvarez: Food?! Real food!

Narr 1: He gobbles it like a stray dog, then licks the plate.

Stoneface: Tbt? Good?

Alvarez: (gulping) Yes, tot! Tbt!

Narr 2: But the better food is only another way to tempt him.

Owl: You like food?

Alvarez: It is very good.

Owl: Then you must cooperate and you will get more. Have you told us everything you know?

Narr 3: Alvarez weighed 165 pounds before his capture. Now his filthy pajamas hang on him. He guesses he weighs no more than 130.

Alvarez: I know many things I haven't told you.

Owl: What things?

Alvarez: I know the sun rises in the east and sets in the west. I know that a year has 365 days—

Owl: (angrily) You show disrespect. I am a teacher, but my government has asked me to do this. It is my duty. In my country, when we are given a task, we do it.

Alvarez: In my country, we have liberty and justice for all.

Owl: Your country has used you. Forgotten you. You are nothing. Tell me what your ship is like, and I will see that you get good food.

Alvarez: And toilet paper? I need that.

Owl: We will see. First talk.

Alvarez: OK. We have a swimming pool on deck.

Owl: A swimming pool?

Alvarez: And a popcorn machine.

Owl: What is popcorn?

Narr 1: Alvarez smiles, remembering the buttery taste. But he says nothing more.

Owl: More disrespect. (to guards) Take this American puppet away.

Narr 2: Weeks later, Alvarez scratches a new date on the wall.

Alvarez: Christmas, 1964.

Narr 3: In Santa Clara, the Alvarez family do not have a Christmas tree or lights. But they continue to pray.

SCENE 7

Narr 1: While inspecting the courtyard one morning in January, Stoneface spies some scratches on the wall. He stoops to look closer.

Narr 2: Soon after, Chihuahua bursts into the cell.

Chihuahua: It is bad! You must not write on walls! You will be severely punished.

Narr 3: He produces a pen and paper. On occasion, Alvarez has been allowed to write short letters home. But this is different.

Chihuahua: You write that U.S.A. brainwashed you. You write that North Vietnam is a just country and you have had good treatment.

Alvarez: No.

Chihuahua: We shoot down many more U.S.A. planes. Just like yours. Your only chance is to write what I say. Your country cares nothing for you. To them, you are dead.

Narr 1: Quickly, Alvarez thinks. If they have shot down more planes, then there really is a war going on.

Alvarez: No, I will not write those lies about my country.

Chihuahua: Then it is hopeless for you.

Narr 2: That night, the guards take him to a new cell across the courtyard, a cage 7 feet by 7 feet with a concrete slab for a bed. Twice a day he is given half a bowl of tasteless, gray soup and a piece of dry bread.

Alvarez: They starved me before and I lived. I can survive again.

Narr 3: Others—Vietnamese people that Chihuahua has described as thieves and prostitutes—are also imprisoned. At night, Alvarez hears the lashes of whips and the cries of the victims being punished. Alvarez is beaten too. One strong blow to his head knocks out two of his teeth.

Alvarez: I will go mad if I have to stay here any longer. I have to escape.

Narr 1: But the tiny cage without a window is like a tomb. The close walls seem to crush him. He can walk only three paces before he must turn around.

Narr 2: Mostly he lies on his straw mat

and watches the long column of ants crossing the floor. He thumbs the life out of one, then stares, fascinated, as the others detour around it.

Alvarez: Look at me, trapped in a cage, but you guys keep moving. Nothing gets in your way.

Narr 3: Day after day, Alvarez tries to trick the ants, setting up road blocks. They always find a new route.

Narr 1: Alvarez hears himself laughing. His voice startles him.

Alvarez: (*sobbing*) Let me out. I must get out, somehow.

Narr 2: He presses against the walls. He pounds and kicks, then collapses in a sweat.

Alvarez: Think of home. No—not Tangee, that's too painful. Think of track, think of running in the meet, one lap, two laps . . .

Narr 3: And so he escapes—mentally. He closes his eyes and computes math problems. He tears a cardboard box to make a crude chess set and plays against himself.

Narr 1: There is no one else.

SCENE 3

Narr 2: By August 1965, his weight is down to 110 pounds. He can feel his ribs.

Narr 3: His knees are like knobs. His hair stands out dry and matted.

Narr 1: But Alvarez is alive. That he has survived one year of captivity fills him with wonder.

Alvarez: They starve and humiliate me. But they can't defeat me. I am like the ants. I still have my honor.

Narr 2: He continues to exercise his mind with games and memories. But now he vows to work his frail body, jogging in place and hoarsely singing

American songs.

Alvarez: (*singing*) California here I come, right back where I started from . . . Oh what a beautiful morning! Oh, what a beautiful—

Narr 3: Suddenly, a voice from outside shouts at him.

Geronimo: Hey, California! Who are you?

Narr 1: Alvarez stops jogging.

Geronimo: I'm Geronimo.

Alvarez: (*confused*) Geronimo?

Geronimo: (*calling, as if falling through the air*) Geronim-oooooooo!

Narr 2: Suddenly, Alvarez understands.

Alvarez: The paratroopers have arrived! (*to the man*) You're an American!

Narr 3: Stoneface approaches Alvarez's cage, and Alvarez does not dare try to communicate anymore. But a few days later as he is washing his food bowl, Alvarez spots writing on the bottom of it—a message from Geronimo.

Geronimo: Is there a Wop in Hanoi?

Alvarez: Wop? (*laughs*) That could only be an American.

Narr 1: He scratches his initials in the bowl and leaves it for the guard.

Narr 2: Each day now he examines his bowl. Some days it is the same wooden dish with his initials. But other days bring new names: Storz, Shumaker, Lockhart. Soon, short messages replace the names.

Alvarez: (*reading*) The score is Navy 7, Air Force 7. (*thinking*) Football? Why would they send a football score? No! It means seven Navy POWs and seven



At the "Hanoi Hilton," American POWs are locked behind bars.

Air Force POWs!

Narr 3: Alvarez laughs with glee. He is not alone! Soon after, Stoneface appears.

Stoneface: (*agitated*) Pick up your things! You come with me. Do not look into cells. Keep quiet.

Narr 1: Alvarez rolls up his straw mat and the rest of his belongings: a toothbrush, soap, a towel, a spare pair of socks, a notebook, and the picture of Tangee.

Narr 2: After months of solitary confinement, he has found other Americans. He hasn't actually seen them, and yet—

Alvarez: I don't want to go.

Stoneface: Move! Move!

Narr 3: Stoneface handcuffs and blindfolds Alvarez, then leads him to a truck. He shoves Alvarez onto the seat. Still blindfolded, Alvarez feels the person next to him nudge his knee.

Geronimo: (*whispering*) Hey! It's Geronimo!

Alvarez: (*hoarsely*) Alvarez.



American POWs turn their backs on North Vietnamese cameramen.

Narr 1: Another man is brought into the truck. Alvarez slightly nudges him in the ribs. The man answers in a barely audible voice.

Storz: Ron Storz.

Alvarez: Edward Alvarez.

Storz: You are Alvarez? I read about you in the papers. You been here all this time?

Alvarez: Yes. In Hanoi.

Storz: Oh, God! How you doing?

Stoneface: No talk! No talk!

Narr 2: Another nudge, another name. The process is repeated as each POW is loaded into the truck.

Geronimo: (*whispering*) Hey, Morgan. Alvarez is here.

Narr 3: Slowly Alvarez realizes that Geronimo, Storz, and the others have been held captive together.

Narr 1: The truck pulls away, taking them all to another prison beyond Hanoi. One by one they are led from the truck to their new cells. Only then are the blindfolds removed.

Narr 2: In the morning, the guard

opens the shutters on the window. Outside Alvarez sees a 10-foot wall and the wooden doors of other huts. From one of the barred windows, Geronimo shouts.

Geronimo: Hey! Anyone got TV? There's an antenna on the roof.

Storz: Alvarez? Where are you?

Alvarez: Right next to you, I think.

Geronimo: Storz is the captain. He keeps us in line.

Storz: What should we call this place?

Alvarez: How about Camp America?

Geronimo: Nah. I got a better name. The Zoo.

Storz: How does it feel, Alvie, to be part of the gang?

Alvarez: I feel . . . liberated.

Storz: Navy just took the lead by one.

Narr 3: Amazingly, no guards stop the chattering. The POWs cannot see one another. They have only their voices. For now, it is enough.

Storz: Alvie, you know the tap code?

Alvarez: No.

Storz: We use a 5 by 5 square. A, B, C, D, E on the first line. One tap means first line, followed by three taps means the letter C. Got it?

Alvarez: Yes. Go on.

Storz: The second line is two taps and the letters F, G, H, I, J.

Alvarez: I get it. Third line is K, L—

Storz: No K. Use C. Third line is L, M, N, O, P. Five lines, five letters per line covers the alphabet.

Narr 1: Alvarez learns it in no time. Even if he never sees their faces, he will never be alone again.

SCENE 9

Narr 2: Later that morning, something unusual happens. A Vietnamese repeatedly beats a gong, as if panic-stricken.

Narr 3: Outside, Alvarez hears the

sounds of people running. No one bothers to shut the shutters of his window. **Storz:** Hey, Alvie! You've got a good view. You should see them pop up right from where you are at your window.

Alvarez: What's going on?

Storz: Operation Rolling Thunder. We started it back in March.

Narr 1: Within seconds the whooshing sound of four F105s blots out the sound of the reverberating gong.

Alvarez: American planes!

Narr 2: The planes climb several thousand feet in a pop-up maneuver as they get ready to dive on some target not far away. Alvarez hears the distant thump and rumble of bombs.

Storz: Did you see them, Alvie?

Alvarez: Oh, man! They're beautiful!

Storz: Yeah. With air power like that, we won't be here long.

Narr 3: But then comes the sound of antiaircraft artillery. The planes shriek away, returning to their base.

Geronimo: Show's over. Until this afternoon.

Narr 1: Sure enough, about 2 p.m., the F105s return. Flak from the antiaircraft artillery peppers the sky. In their cells, the 15 POWs watch like chained eagles.

Narr 2: That evening, at the sound of the pre-arranged tapped signal on the prison walls, the 15 men stand up in their huts. In one hushed voice, they recite the Lord's Prayer.

Narr 3: And then each man, alone in his cage at the Zoo, turns east toward the United States.

Narr 4: Militarily erect and with one hand over his heart, each POW recites the one expression of faith that is the glue of their common heritage.

Alvarez, Storz, Geronimo: I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Narr 2: Tears roll down Alvarez's cheeks. He is no longer alone.

Narr 3: Though far from home, wretched, hungry, unwashed, and caged, the Americans are once more solidly united as one. ■

Adapted from *Chained Eagle* © by Everett Alvarez and Anthony S. Pitch, Donald I. Fine Inc. publishers, 1989. Read has sought permission for this adaptation, following all means at its disposal, but has been unsuccessful in reaching the authors.

After his release, Alvarez speaks to American journalists.



On March 3, 1973, Alvarez returns home after eight years as a POW and is given a hero's welcome. Della is on his left in the car.

Name _____

Cooperative Group Role _____

Directions:

After using SMART while reading *The Tonkin Gulf Incident*, students should be able to answer these questions.

***The Tonkin Gulf Incident*
READ Magazine**

1. According to *The Tonkin Gulf Incident* article, how did the Vietnam War start?
2. According to the article, why were we involved?
3. According to the article, what role did Lyndon B. Johnson play in the involvement of Vietnam?
4. According to the article, what caused the American troops to open fire?
5. When did the Vietnam War start?
6. What was so amazing about Lt. Everett Alvarez Jr.? What qualities did he exemplify in order to stay alive?
7. What would you have done in his position? Would you have stayed alive or not? Why?
8. Why are POW's (prisoners of war), taken in by countries during war?
9. What people in your life do you know who embody the qualities of Lt. Everett Alvarez Jr.? Why do they have these qualities? How do people develop these qualities?
10. What are your overall reactions to the article and how it explains the US involvement in war?

Appendix F
Character Quotes
Pre Reading
Day 9

Name _____

Cooperative Group Role _____

Character Quotes

Your character's quote is:

Directions:

1. In groups, analyze the quote, and generate as many words, preferably adjectives and personality traits which define the character based on the quote. While analyzing the information, try to connect with the quote, predict what the quote means, and question the quote.

(Brainstorm ideas here)

2. Then write the traits on poster board.

3. Present traits to the class

4. Create a personality profile of your character below.

Appendix G
Follow the Characters
During Reading
Day 10



Character Analysis

In order to fully understand the characters in *Fallen Angels*, we need to break the story down, and analyze each character separately. Each group will be assigned a character, and each person within the group needs to locate at least 3 different quotes/passages with page numbers from the novel relating to the questions below.

Character _____

1. What does your character do?
2. What does your character say or think?
3. How do others feel about your character?
4. How does the character change?

When the entire group has complete their quote searching, then the group needs to create a visual of their particular character. When the visual is complete, the group should write the quotes/passages and page numbers around the character.

Appendix H
SMART (Self-Monitoring Approach to Reading and Thinking)
During Reading
Day 10



Name _____

Contextual Definition
Vocabulary for *Fallen Angels* by Walter Dean Myers

Word **0= Don't Know** **Predicted Meaning** **After Reading** **Context Clues**
1= Have Heard
2= Know & Use

Word	0= Don't Know 1= Have Heard 2= Know & Use	Predicted Meaning	After Reading	Context Clues
Chapter 2 1. Truce, p. 15				
2. Hooch p. 15				
3. Orientation p. 16				
4. Malaria p. 18				

Word

0= Don't Know
1= Have Heard
2= Know & Use

Predicted Meaning

After Reading

Context Clues

5. Black Market p. 18				
6. DDT p. 18				
Chapter 3 7. Insignia p. 22				
8. Shrapnel p. 23				
9. Latrine p. 26				
10. Armorer p. 29				
11. Intelligence p. 33				

Word

0= Don't Know
1= Have Heard
2= Know & Use

Predicted Meaning

After Reading

Context Clues

12. Surveillance p. 33				
Chapter 4 13. Charred p. 34				
14. Fatigues p. 34				
15. Theology p. 38				
Chapter 5 16. Phosphorus p. 42				
Chapter 6 17. Intricate p. 59				
18. Protrusion p. 59				

Word

0= Don't Know
1= Have Heard
2= Know & Use

Predicted Meaning

After Reading

Context Clues

Chapter 8
19. Plasma p. 87

Chapter 9
20. Hamlet p. 93

Chapter 11
21. Reverent p. 111

22. Infiltrate p. 118

Chapter 12
23. Casualty p. 125

Chapter 13
24. Deploy p. 132

Word

0= Don't Know
1= Have Heard
2= Know & Use

Predicted Meaning

After Reading

Context Clues

25. Mortar p. 137				
Chapter 14 26. Harassment p. 146				
Chapter 15 27. Reinforce p. 168				
28. Skirmish p. 170				
29. Concussion p. 174				
Chapter 17 30. Requisition p. 193				

Word

0= Don't Know
1= Have Heard
2= Know & Use

Predicted Meaning

After Reading

Context Clues

Chapter 18 31. Contingent p. 206				
32. Forced March p. 210				
Chapter 19 33. Impassively p. 215				
Chapter 21 34. Nondenominational p. 234				
35. Buddha p. 238				
Chapter 22 36. Veer p. 253				

Appendix I
Discussion Web
During Reading
Day 12

Cooperative Group Role _____
Discussion Chapters 1-5



Making connections

1. How would you respond to Perry's concluding remark in chapter 5?
2. What is your opinion of Perry so far?
3. If you were in Perry's position after graduating from high school, would you have enlisted in the military?
4. How would you account for the strong bonds that develop among the African American soldiers?

Predicting/ making inferences

5. What is going to happen to the men Perry has met? They are told the war is almost over – what do you think and why?
6. Why does Perry go out on patrol despite his medical conditions? Give at least 2 reasons and support them with details from the novel.

Think about:

The officers responses to Perry's early questions

Perry's discussion with Lieutenant Carroll about his medial profile

Peewee's advice after Perry's discussion with Lieutenant Carroll

Literary Concept -Symbol

7. A symbol is a person, a place, an object or an action that stands for something beyond itself. In his prayer for Jenkins, Lieutenant Carroll describes soldiers as "angel warriors." What do you think angels symbolize in this description?

8. What incidents described in this section of the novel could have occurred to a young soldier entering the war? What incidents could have only happened in Vietnam during the 1960s? Explain and give examples.

Writing Prompt

Imagine you are a new recruit in Perry's squad going out on your first patrol. Write a letter to a friend or family member at home about your experiences.

Name _____

Cooperative Group Role _____

Discussion Web for Chapters 1-5 in Fallen Angels

REASONS

YES NO

**Is Perry adapting to
Vietnam?**

Appendix J
Discussion Web
During Reading
Day 14

Name _____

Cooperative Group Role _____

Discussion Chapters 6-12



Answer the following questions, going on to the back side of the paper if necessary.

Making connections

1. What thoughts did you have after reading the description of Lieutenant Carroll's face on the television screen?

2. What are some historic moments or events that you have viewed on television? Do you think that television coverage presented an objective account of history in the making? Explain your answer.

Literary Concept - Characterization

3. Why do you think Perry wants to be liked by the Vietnamese?

4. After Lieutenant Carroll dies, Perry says, "The war was different now"(p. 115). Why do you think his death has changed Perry's view of the war?

5. How would you describe the ways that Perry and his squad cope with the day-to day stress caused by the war? Think about their relationships with one another, the activities they pursue, the topics they discuss and their reactions to Lieutenant Carroll's death.

6. Compare and contrast Perry's relationship with his brother Kenny to your own relationship with a family member.

Literary Concept - Theme

7. Cite incidents from this section of the novel that support Perry's description of what war is about: Example, "Hours of boredom and seconds of terror" (p. 111).

a.

b.

c.

Making Connections: Writing prompt

Write an obituary for Lieutenant Carroll describing his special qualities.

Cooperative Group Role _____

Discussion Web for Chapters 6-12 in Fallen Angels

_____ **REASONS** _____

_____ **YES** **NO** _____

_____ **Lieutenant Carroll** _____

**was
mentally and physically
a strong leader?**

Appendix K
Save the Last Word for Me
During Reading
Day 15



A woman prepares the Tet

Apricot branches are brought into homes during the Tet holiday

Tet, The Vietnamese New Year

by Patrick Brettell, Group 19

Most Americans, when they think of "Vietnam" and "Tet", if they think of anything at all, think of the Tet Offensive-- the NVA-organized attack that destroyed the perception that US forces were secure within the cities of South Vietnam and greatly influenced the build up of our nation's forces in that conflict. Very few realize that Tet is the Vietnamese New Year celebrated in accordance with a lunar calendar. Fewer still are aware of the various customs and traditions associated with that holiday.

Tet is short for Tet Nguyen Dan (Fete of the First Day) or Tet Tam Nguyen (Fete of the First Day) and occurs on the first day of the first lunar month of a new year and is considered the beginning of Spring (http://www.vietnamtourism.com/e_pages/vietnam/introduction/people_customer/tet_nguyen_dan.htm). Tet is one of the few agricultural breaks that the people of Vietnam receive, falling as it does between harvesting of crops and sowing of new crops (<http://www.fathertimes.net/vietnamesenewyear.htm>).

According to Vietnamese legend, one week before Tet, the Kitchen God travels on a carp to the heavenly Palace to report on earthly affairs. On the New Year, the Kitchen God, the Land God, and the Craft Creator meet with the household genies to celebrate a successful year. Once the Kitchen God arrives, several interesting customs take place.

The Mam Ngu Qua (Five Fruit Tray) is placed on the ancestral altar. There are several different interpretations as to the symbolism of the tray. The tray can represent the five basic elements of Vietnamese philosophy: metal, wood, water, fire, and earth. It can also be taken to symbolize the five fingers with which a man creates his wealth and makes offerings to his ancestors. In modern form, the tray consists of five or more fruits and can take shapes other than the traditional pyramid (http://www.vietnamtourism.com/e_pages/vietnam/introduction/people_customer/tet_nguyen_dan.htm).

In the north, the Vietnamese celebrate with a twig of peach blossom in their homes. The warm-colored peach celebrates the returning warmth that spring brings. Those in southern Vietnam attach this symbol with the presence of a small branch of apricot in a pot of kumquat (http://www.vietnamtourism.com/e_pages/vietnam/introduction/people_customer/tet_nguyen_dan.htm).

Giao Thua (New Year's Eve) is the moment in time when the old year becomes the new. The Vietnamese believe that twelve beings in charge of monitoring earthly affairs reside in Heaven, each being takes a different year in a twelve year cycle and the Giao Thua is the moment when the new being takes charge of the monitoring. The xong dat (first visitor of the year) is the first guest to offer Tet greetings after the the Giao Thua. The homeowner's success in the following year is strongly linked to the luck of the xong dat (http://www.vietnamtourism.com/e_pages/vietnam/introduction/people_customer/tet_nguyen_dan.htm).

On the last day before the Giao Thua, the Vietnamese plant bamboo trees in the courtyard of their homes (<http://www.fathertimes.net/vietnamesenewyear.htm>). This planting is in accordance with a Buddhist belief for warding off devils. The Vietnamese believe that long ago the earth was inhabited by men and devils. The devils were more powerful and stole all of the land, so Buddha made a deal with them. He would place his coat upon the top of a bamboo tree and everything within its shadow would be the land of men. The devils agreed, and, using magic, Buddha made the bamboo grow incredibly large and its shadow chased the devils away forever. However, Buddha allowed them to return on the Tet to visit the graves of their ancestors, so now, the Vietnamese plant bamboo to ward off the devils on the Tet (http://www.vietnamtourism.com/e_pages/vietnam/introduction/people_customer/tet_nguyen_dan.htm).

The meal of the day in Vietnam varies between the northern, central, and southern regions. In

the north, pig trotters are "stewed with dried bamboo shoots, boiled chicken, carp cooked in salted sauce, jellied meat, and kohlrabi, cauliflower or onion fried with pig skin or leeks and pork." To facilitate digestion of so much meat, sour pickled onions are also eaten. In the central region, Banh tet (rice cakes), sugar-coated coconut, roasted melon seeds, and pork dishes are the order of the day. Variations in the central region include beef cooked with garlic, gio thu (pig's head meat pies), cha lua (pork bologna), and nem chua (fermented pork hash). Southern Vietnamese enjoy pork cooked in coconut milk with salt, pickled green spring onions with leeks, and bitter melon stuffed with meat.

All three regions enjoy Banh Chung (a mixture of rice, pork, green peas, and pepper). The tradition dates back 4000 years to the time of King Hung. His son, Prince Lang Lieu, made the square cake as a symbol of the earth and gave them to King Hung on the occasion of the Tet. Since then they have been a mainstay of the Tet feast (http://www.vietnamtourism.com/e_pages/vietnam/introduction/people_customer/tet_nguyen_dan.htm).

Because of the revered customs and enticing food of the event, Vietnamese people everywhere strive to make the Tet an enjoyable event.

Appendix L
Discussion Web
During Reading
Day 16

Name _____

Cooperative Group Role _____
Discussion Questions Chapters 12-16



Please answer the following questions individually.

Making Connections

1. In your opinion, what word best describes Perry's state of mind as he gets ready to join his unit after his release from the hospital?
2. How would you answer Johnson's question to Perry, "What you think about them protestors?" (p. 125).
3. While in Vietnam, Perry's thoughts often drift back to Harlem. Compare and contrast Perry's feelings for Harlem with your feelings for the place where you grew up.

Predicting/Making inferences

4. On a scale of 1-10, rate the leadership skills of both Sergeant Simpson and Lieutenant Gearhart. Support your ratings with evidence from the text. Consider how each officer treats the men in his command and how each officer performs in battle.

5. Based on your reading, what do you consider to be the strengths and weaknesses of the American soldiers and the Vietcong soldiers? Support your answer with evidence from the novel.

Literary Concept – Internal Conflict

6. An internal conflict is a struggle between opposing forces within a character. What internal conflicts plague Perry as he decides on the content of his letters to his brother Kenny? Consider letters that Perry composes, but never sends and experiences and insights that are omitted in the letters.

Writing Prompt

7. Perry has a terrifying dream about the Vietcong he shot. Write a description of a nightmare, real or imagined, involving a memory that haunts you.

Cooperative Group Role _____

Discussion Web for Chapters 13-16 in Fallen Angels

REASONS

YES

NO

**Perry experiences
more internal or external
conflicts?**

Appendix M
Discussion Web
During Reading
Day 19

Name _____

Cooperative Group Role _____
Discussion Questions Chapters 17-end

**Making Connections:**

1. What are your main concerns for Perry as he returns to "The World"

2. What values and beliefs do you think guide Sergeant Dongan's actions?
Think about:
 - ⇒Perry's observations about Dongan's upbringing
 - ⇒Dongan's comments about his military experiences during the Korean War
 - ⇒Johnson's, Peewee's, Monaco's, and Perry's remarks about Dongan's prejudice

3. Why do you think that Perry finds General Westmoreland's request to "maximize destruction" of the enemy so disturbing?

4. Perry remarks, "We [Monaco, Peewee and Perry] has tasted what it was like being dead... We would have to learn to be alive again" (p. 259). What steps do you think they will have to take to regain their sense of being alive?

5. Perry says, "You know, to a kid if you kill somebody and the somebody is supposed to be a bad guy, you're a hero" (p. 228). How do you think most young people define heroism? Compare and contrast your definition with Perry's.