The Things They Carried

Unit Plan

A three week NEA inspired unit plan on Tim O’Brien’s *The Things They Carried*

*Common Core aligned for 9th and 10th grade!*

This pack includes:

- 15 days of lesson plans
- Nightly homework activities
  - Pop quizzes
- Graphic organizers, discussion guides, and activity handouts
- Vocabulary/terminology posters and BONUS discussion stem posters
- Ideas for differentiation
- Common Core aligned and student friendly objectives
  - Optional extension/final project activities
Table of Contents

Calendar overview .......................... Page 4
Add your own dates to organize yourself and your students

Day 1 plan & materials...................... Pages 5-7
Including objectives, homework, and exit response

Day 2 plan & materials...................... Pages 8-29
Including objectives, homework, activity printable, and list of "items" the soldiers carried

Day 3 plan & materials ................. Pages 30-34
Including objectives, homework, and KWL handout

Day 4 plan & materials ................. Pages 35-44
Including objectives, homework, a pop quiz, fiction vs. memoir sorting handout, fiction vs. memoir opinion graphic organizer, and literary term posters for point of view, narration, memoir, and fiction

Day 5 plan & materials................ Pages 45-54
Including objectives, homework, story summarizing graphic organizer, body biography handout, and literary term posters for character, foil, characterization, protagonist, and antagonist

Day 6 plan & materials................ Pages 55-68
Including objectives, homework, a pop quiz, How to Tell a True War Story handout, and literary term posters for figurative language, simile, metaphor, personification, alliteration, onomatopoeia, hyperbole, idiom, and cliché

Day 7 plan & materials.............. Pages 69-74
Including objectives, homework, narrative comparison script, figurative language hunt and graphic organizer, and a figurative language jigsaw graphic organizer
Table of Contents Continued

Day 8 plan & materials................Pages 75-79
Including objectives, homework, a pop quiz, and a women in the war website scavenger hunt handout

Day 9 plan & materials..............Pages 80-85
Including objectives, homework, a literary term poster for symbolism and a symbolism in The Things They Carried handout

Day 10 plan & materials.............Pages 86-91
Including objectives, homework, a pop quiz, an exit slip, and literary term posters for flat character and round character

Day 11 plan & materials............Pages 92-99
Including objectives, homework, a plot graphic organizer handout, and literary term posters for plot, ace, drama, and conflict

Day 12 plan & materials............Pages 100-103
Including objectives, homework, an exit slip, and plot and truth discussion guide handout

Day 13 plan & materials............Pages 104-111
Including objectives, homework, an exit slip, guided journey-narration script, discussion guide handout, and literary term poster for theme

Day 14 plan & materials............Pages 112-115
Including objectives, homework, and an identifying theme activity handout

Day 15 plan & materials............Pages 116-118
Including objectives, homework, and final exam

Extension materials...............Pages 119-120
Including a variety of additional "final project" activities and accompanying grading rubric

BONUS! 9 discussion “stem” posters
# The Things They Carried
## Calendar Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Day</th>
<th>Topic</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td></td>
<td><strong>Tim O’Brien’s Biography</strong></td>
<td>Read the “Tips on Reading a Collection…” article. Highlight the article where the author talks about the literary devices Tim O’Brien uses in <em>The Things They Carried</em>. Finish exit response essay if not completed in class.</td>
</tr>
<tr>
<td>Day 2</td>
<td></td>
<td><strong>Vietnam War Background and History</strong></td>
<td>Write a one page essay describing three items in detail that you would carry to war with you if you were drafted today. Look up three facts about the Vietnam War. Bring them to class tomorrow with proper citations.</td>
</tr>
<tr>
<td>Day 3</td>
<td></td>
<td><strong>Vietnam War Background and History</strong></td>
<td>Read “Love,” “Spin,” and “On the Rainy River.”</td>
</tr>
<tr>
<td>Day 4</td>
<td></td>
<td><strong>Narrative and Point of View</strong></td>
<td>Read “Enemies,” “Friends,” “How to Tell a True War Story,” and “The Dentist.”</td>
</tr>
<tr>
<td>Day 5</td>
<td></td>
<td><strong>Characters</strong></td>
<td>Create a fictional Facebook page for one of the main characters in the stories the students have read so far.</td>
</tr>
<tr>
<td>Day 6</td>
<td></td>
<td><strong>Fiction vs. Nonfiction</strong></td>
<td>Read “Sweetheart of the Song Tra Bong.” Ask students to come with at least one example of figurative language they found in the story (simile, metaphor…)</td>
</tr>
<tr>
<td>Day 7</td>
<td></td>
<td><strong>Figurative Language</strong></td>
<td>Re-read “Sweetheart of the Song Tra Bong” focusing on Mary Anne’s transformation. Write a one page essay about the effect of Mary Anne’s gender on the reader. What does Mary Anne’s transformation depict about the Vietnam War?</td>
</tr>
<tr>
<td>Day 8</td>
<td></td>
<td><strong>Gender roles in the Vietnam War</strong></td>
<td>Read “Stockings,” “Church,” “The Man I Killed,” “Ambush,” and “Style.”</td>
</tr>
<tr>
<td>Day 9</td>
<td></td>
<td><strong>Symbolism</strong></td>
<td>Read “Speaking of Courage” and “Notes.”</td>
</tr>
<tr>
<td>Day 10</td>
<td></td>
<td><strong>Character Development</strong></td>
<td>Write a one page essay explaining the relation between the stories “Notes” and “Speaking of Courage.” Read “In the Field,” “Good Form,” and “Field Trip.”</td>
</tr>
<tr>
<td>Day 11</td>
<td></td>
<td><strong>Plot Structure</strong></td>
<td>Choose one of the soldiers in the field the night Kiowa dies. Write a condolence letter from that character to Kiowa’s family. Use proper letter form. Include details from the text.</td>
</tr>
<tr>
<td>Day 12</td>
<td></td>
<td><strong>Plot Structure</strong></td>
<td>Read “The Ghost Soldiers.”</td>
</tr>
<tr>
<td>Day 13</td>
<td></td>
<td><strong>Theme</strong></td>
<td>Write a one page essay explaining why social pressure is a major theme in the book <em>The Things They Carried</em>. Use details from the text.</td>
</tr>
<tr>
<td>Day 14</td>
<td></td>
<td><strong>Theme</strong></td>
<td>Read “Night Life” and “Lives of the Dead”</td>
</tr>
<tr>
<td>Day 15</td>
<td></td>
<td><strong>Final Reactions and Exam</strong></td>
<td>Have your final project activity choice made by tomorrow</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Final Project Due</strong></td>
<td>Have your final project completed and ready to turn in on this date</td>
</tr>
</tbody>
</table>
Day 1
Tim O’Brien’s Biography

Objectives:
Students will be able to:
- Analyze how an author draws on information from his own experiences to create a text
- Establish text-to-self connections, text-to-text, and text-to-world connections
- Adapt to the concept of reading a collection of related short stories
- Make predictions about a text before beginning to read
- Read at the highest end of their zone of proximal development
- Write a three paragraph essay using proper form to describe an item they carry and explain its significance

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Purpose:
The purpose of this lesson is to introduce students to a text that blurs the line between fiction and non-fiction while still exposing students to elements of American history. Students will be asked to draw on their own experiences to create text-to-text connections as well as be introduced the idea of reading a collection of short stories.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Copies of the NEA “Tips on Reading a Collection…” handout (1 per student)
Copies of the Cal Poly published preface to The Things They Carried (1 handout per student)

Lesson Duration: 50 minutes
Lesson Trajectory:
- Introduce students to the idea that the class is starting a new unit on the Vietnam War and Tim O’Brien’s book *The Things They Carried*. Throughout this unit the students will be asked to think about personal morality, life during war, discuss theme, plot, and other literary elements, and engage in classroom conversations and debates about the text and related topics. Explain that this book may bring up many controversial viewpoints and topics, but ask that the students follow classroom debate rules and treat their peers and their opinions with respect.
- Pass out copies of the preface to *The Things They Carried*, published by Cal Poly if student copies do not have the preface.
- Read the preface aloud to the students as they follow along with their own copies.
- Pass out a copy of each book to the students.
- Explain that authors frequently write “what they know” and O’Brien was no exception. While *The Things They Carried* has been widely regarded as one of the best depictions of the Vietnam War, O’Brien frequently blurs the line between reality and fantasy. After reading the preface/biography, ask students if you think O’Brien might be an authority on some of the events that happened during the Vietnam War.
- Have a brief discussion about the title of the book. Ask students to flip through the pages and look at the titles of the stories. Document a list of student ideas on the board about what students think the book will be about and what *The Things They Carried* means.
- Ask students to share any information they know about the Vietnam War. (Perhaps some students have relatives that fought in the Vietnam War, some may have heard that the war was controversial and widely protested, some may have heard protest songs…)
- Display the in-class writing prompt. Make sure each student has a piece of paper and a pencil. Give the students the remainder of the period to complete their writing. Once students are finished they may begin their homework for the night.
- Read the writing prompt once aloud to the students. Give students a list of items and examples they may carry, like a driver’s license, glasses, a piece of jewelry given to them by someone special…
- Tell students that if they do not finish their essay by the end of class, they are required to finish it at home and bring it to school the next day.

HOMEWORK: Read the “Tips on Reading a Collection…” handout. Highlight the article where the author talks about the literary devices Tim O’Brien uses in *The Things They Carried*. 
EXIT RESPONSE
Day 1

In three paragraph essay form, please respond to the following:

*Tomorrow we will begin reading Tim O’Brien’s* The Things They Carried. *Write a three paragraph essay describing one material item that you carry. What significance does this item have?*

HOMEWORK
Day 1

*Read the “Tips on Reading a Collection…” handout. Highlight the article where the author talks about the literary devices Tim O’Brien uses in The Things They Carried.*
Day 2
Vietnam War Background and History

Objectives:
Students will be able to:
- Analyze how an author draws on information from his own experiences to create a text
- Establish text-to-self connections, text-to-text, and text-to-world connections
- Read at the highest end of their zone of proximal development
- Use visual representation to better understand a text
- Infer figurative meaning from the text
- Write a one page essay with proper conventions about a text-to-self connection
- Use appropriate resources to research additional information about a topic
- Write correct citations to indicate where researched information was found

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Purpose:
The purpose of this lesson if for students to learn more about the historical events of the Vietnam War so they can better compare factual information to a semi-fictional text. Students will also demonstrate their abilities to make text-to-text, text-to-self, and text-to-world connections, appropriately research topic-related information, and write correct citations denoting where information was found.
Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of *The Things They Carried*
Copies of the NEA “Tips on Reading a Collection…” handout (extras for students who do not have copies from yesterday)
Copies of the NEA “Conscription and the U.S. Draft” handout (1 per student)
A way to project the CBC Digital Archive Video “Draft Dodgers”
Copies of *The Things They Carried* notecard printable (1 copy per class)
Tape

Lesson Duration: 50 minutes

Lesson Trajectory:
- Begin by collecting the essays from yesterday.
- Ask students to take out their copies of the NEA “Tips on Reading a Collection…” handout
- Ask students to identify some of the literary devices that the author states O’Brien will use in *The Things They Carried*.
- Explain that throughout this unit we will discuss these devices.
- Ask students to keep this hand-out in their folder for future reference.
- Quickly review what the class read about Tim O’Brien yesterday in his biography. (He fought in the Vietnam War, he was drafted, he claimed the Vietnam War was a very traumatic time…)
- Pass out copies of the NEA handout “Conscription and the U.S. Draft”
- Read the worksheet aloud as the students follow along.
- Ask the students how they would feel if they were to be drafted. Would they want to fight? Would they attempt to dodge the draft? Have a brief discussion.
- Explain that draft dodging was an issue that was prevalent during the Vietnam War.
- Watch the CBC Digital Archive Video “Draft Dodgers”
- Ask for two volunteers to stand at the front of the classroom.
- Ask for additional volunteers to read the short story “The Things They Carried” aloud to the class.
- While student volunteers are reading, the *The Things They Carried* notecard printable and tape to stick items that the soldiers carried to the students standing at the front of the classroom. This will provide a visual representation of the number of items the soldiers carried. (You will likely not be able to finish reading the entire story.)
- If time runs out keep the notecards for tomorrow. If time allows, ask the students whether they feel the emotional or physical weight of the items the soldiers carry is more of a burden.

HOMEWORK: Write a one page essay describing three items in detail that you would carry to war with you if you were drafted today. Look up three facts about the Vietnam War. Bring them to class tomorrow with proper citations.
HOMEWORK
Day 2

Write a one page essay describing three items in detail that you would carry to war with you if you were drafted today. Look up three facts about the Vietnam War. Bring them to class tomorrow with proper citations. (Use only credible sources!)
<table>
<thead>
<tr>
<th>Letters</th>
<th>P - 38</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 oz.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can Openers</th>
<th>Pocket Knives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Heat Tabs</th>
<th>Wristwatches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doc Tags</th>
<th>Mosquito Repellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salt Tablets</th>
<th>Kool-Aid Packets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chewing Gum</strong></td>
<td><strong>Candy</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Cigarettes</strong></td>
<td><strong>Lighters</strong></td>
</tr>
<tr>
<td><strong>Matches</strong></td>
<td><strong>Sewing Kits</strong></td>
</tr>
<tr>
<td><strong>Military Payment Certificates</strong></td>
<td><strong>C Rations</strong></td>
</tr>
<tr>
<td>2-3 Canteens of Water</td>
<td>Canned Peaches</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Pound Cake</td>
<td>Toothbrush</td>
</tr>
<tr>
<td>Dental Floss</td>
<td>Hotel Soap</td>
</tr>
<tr>
<td>Tranquilizers</td>
<td>Steel Helmets</td>
</tr>
<tr>
<td></td>
<td>5 lbs</td>
</tr>
<tr>
<td>Fatigue Jackets</td>
<td>Trousers</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>Jungle Boots</td>
<td>3 pairs of socks</td>
</tr>
<tr>
<td>21 lbs</td>
<td></td>
</tr>
<tr>
<td>Dr. Scholl's Foot Powder</td>
<td>Dope</td>
</tr>
<tr>
<td></td>
<td>6-7 oz.</td>
</tr>
<tr>
<td>Condoms</td>
<td>Diary</td>
</tr>
<tr>
<td>Comic Books</td>
<td>New Testament</td>
</tr>
<tr>
<td>Distrust of the White Man</td>
<td>Hunting Hatchet</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Flak Jacket</strong></td>
<td><strong>Compress Bandage</strong></td>
</tr>
<tr>
<td>6.7 lbs.</td>
<td></td>
</tr>
<tr>
<td><strong>Plastic Poncho</strong></td>
<td><strong>Photographs</strong></td>
</tr>
<tr>
<td>2 lbs.</td>
<td></td>
</tr>
<tr>
<td><strong>Compass</strong></td>
<td><strong>Maps</strong></td>
</tr>
<tr>
<td>Code Books</td>
<td>Binoculars</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>.45 Caliber Pistol</td>
<td>Strobe Light</td>
</tr>
<tr>
<td>2.9 lbs.</td>
<td></td>
</tr>
<tr>
<td>The Responsibility for the lives of his men</td>
<td>PRC-25 Radio</td>
</tr>
<tr>
<td></td>
<td>26 lbs.</td>
</tr>
<tr>
<td>Morphine</td>
<td>Plasma</td>
</tr>
<tr>
<td><strong>MALARIA TABLETS</strong></td>
<td><strong>SURGICAL TAPE</strong></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>M&amp;MS</strong></td>
<td><strong>M-60</strong></td>
</tr>
<tr>
<td></td>
<td><em>23 lbs. unloaded</em></td>
</tr>
<tr>
<td><strong>AMMUNITION</strong></td>
<td><strong>M-16 RIFFLE</strong></td>
</tr>
<tr>
<td>10-15 lbs.</td>
<td><em>8.2 lbs. loaded</em></td>
</tr>
<tr>
<td><strong>12-20 AMMO MAGAZINES</strong></td>
<td><strong>M-16 MAINT. GEAR</strong></td>
</tr>
<tr>
<td>14 lbs. max.</td>
<td>1 lb.</td>
</tr>
<tr>
<td>Simonov Carbines</td>
<td>Uzis</td>
</tr>
<tr>
<td>-----------------</td>
<td>------</td>
</tr>
<tr>
<td>.38 Caliber Handguns</td>
<td>66 mm Laws</td>
</tr>
<tr>
<td>Shotguns</td>
<td>Silencers</td>
</tr>
<tr>
<td>Blackjacks</td>
<td>Bayonets</td>
</tr>
<tr>
<td>C-4 Explosives</td>
<td>Slingshot</td>
</tr>
<tr>
<td>Brass Knuckles</td>
<td>Claymore Antipersonnel Mine</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>3.5 lbs with firing device</td>
</tr>
<tr>
<td>Fragmentation Grenades</td>
<td>M-18 Colored Smoke Grenade</td>
</tr>
<tr>
<td>14 oz. each</td>
<td>24 oz.</td>
</tr>
<tr>
<td>CS Grenades</td>
<td>Tear Gas Grenades</td>
</tr>
<tr>
<td>White Phosphorus Grenades</td>
<td>A silent awe for the terrible power of the things they carried</td>
</tr>
<tr>
<td>A pebble</td>
<td>Mosquito netting</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
</tr>
<tr>
<td>Machetes</td>
<td>Canvas tarps</td>
</tr>
<tr>
<td>Bug juice</td>
<td>Mine detector</td>
</tr>
<tr>
<td>Moccasins</td>
<td>Night-sight vitamins</td>
</tr>
<tr>
<td>Brandy</td>
<td>Starlight scope</td>
</tr>
<tr>
<td>Pantyhose</td>
<td>Ghosts</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Pentrite High Explosives</td>
<td>Wiring</td>
</tr>
<tr>
<td>1 lb. blocks</td>
<td></td>
</tr>
<tr>
<td>Detonators</td>
<td>Battery Powered Clackers</td>
</tr>
<tr>
<td>Earplugs</td>
<td>A good luck pebble</td>
</tr>
<tr>
<td>A Rabbit’s foot</td>
<td>A thumb</td>
</tr>
<tr>
<td>USO STATIONARY</td>
<td>PENCILS</td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>Pens</td>
<td>STERNO</td>
</tr>
<tr>
<td>SAFETY PINS</td>
<td>SIGNAL FLARES</td>
</tr>
<tr>
<td>SPOOLS OF WIRE</td>
<td>RAZOR BLADES</td>
</tr>
<tr>
<td>CHEWING TOBACCO</td>
<td>JOSS STICKS</td>
</tr>
<tr>
<td>Statuettes of Buddha</td>
<td>Candles</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Grease pencils</td>
<td>The stars and stripes</td>
</tr>
<tr>
<td>Fingernail clippers</td>
<td>Psy ops Leaflets</td>
</tr>
<tr>
<td>Bush hats</td>
<td>Bolos</td>
</tr>
<tr>
<td>Hot chow</td>
<td>Green mermite cans</td>
</tr>
<tr>
<td>Large Canvas Bags</td>
<td>Soda</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Beer</td>
<td>2 Gal. Water Containers</td>
</tr>
<tr>
<td>Tiger Fatigues</td>
<td>Black Flag Insecticide</td>
</tr>
<tr>
<td>Empty Sandbags</td>
<td>Tanning Lotion</td>
</tr>
<tr>
<td>PRC-77</td>
<td>Scrambler Radio</td>
</tr>
<tr>
<td></td>
<td>30 lbs with Battery</td>
</tr>
<tr>
<td>Each other</td>
<td>Infections</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Chess sets</td>
<td>Basketballs</td>
</tr>
<tr>
<td>Vietnamese-English Dictionaries</td>
<td>Insignia of Rank</td>
</tr>
<tr>
<td>Bronze Stars</td>
<td>Purple Hearts</td>
</tr>
<tr>
<td>Code of Conduct cards</td>
<td>Diseases</td>
</tr>
<tr>
<td>Lice</td>
<td>Ringworm</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Leeches</td>
<td>Paddy Algae</td>
</tr>
<tr>
<td>Rots and Molds</td>
<td>The land</td>
</tr>
<tr>
<td>Their own lives</td>
<td>Enormous Pressures</td>
</tr>
<tr>
<td>Fresh Watermelon</td>
<td>Suncllasses</td>
</tr>
<tr>
<td>Woolen Sweaters</td>
<td>Sparklers</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Colored Eggs</td>
<td>Entrenching Tool</td>
</tr>
<tr>
<td>Poise</td>
<td>Dignity</td>
</tr>
<tr>
<td>Emotional baggage</td>
<td>Shameful memories</td>
</tr>
<tr>
<td>Cowardice</td>
<td>The instinct to run</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Reputations</td>
<td>The fear of blushing</td>
</tr>
</tbody>
</table>
The Things They Carried

Letters – 4 oz.
P-38, can openers, pocket knives, heat tabs, wristwatches, dog tags, mosquito repellent, chewing gum, candy, cigarettes, salt tablets, Kool-Aid packets, lighters, matches, sewing kits, military payment certificates, C rations, 2-3 canteens of water – Between 12 and 18 lbs. (canned peaches, pound cake, toothbrush, dental floss, hotel soap, tranquilizers)
Steel helmets- 5 lbs
Fatigue jackets and trousers
Jungle boots – 2.1 lbs
Three pairs of socks and Dr. Scholl’s foot powder
Premium dope – 6-7 oz.
Condoms
Diary
Comic Books
New Testament
Distrust of the white man
Hunting hatchet
Flak Jacket – 6.7 lbs
Compress bandage
Plastic Poncho – 2 lbs
Photographs
Compass, maps, bi-code books, binoculars, and a .45 caliber pistol- 2.9 lbs (fully loaded)
A strobe light, the responsibility for the lives of his men
PRC-25 radio – 25lbs with battery
Morphine, plasma, malaria tablets, surgical tape, comic books, and M&Ms – 18 lbs.
M-60 – 23 lbs unloaded
Ammunition – 10-15 lbs
M-16 Rifle 8.2 lbs loaded
12-20 ammunition magazines – 14 lbs. max.
M-16 maintenance gear – 1 lb.
M-79 grenade launcher - 5.9 lbs. unloaded
M-14s, CAR-15s, Swedish Ks, grease guns, Ak-47s, Chi-coms, RPGs, Simonov carbines, black market uzis, .38 caliber handguns, silencers, blackjacks, bayonets, C-4 plastic explosives.
Sling-shot, brass knuckles, claymore antipersonnel mine (3.5 lbs with firing device)
Fragmentation grenades – 14 oz. each
M-18 colored smoke grenade – 24 oz.
CS Grenades, tear gas grenades, white phosphorus grenades
“They carried all they could bear, and then some, including a silent awe for the terrible power of the things they carried.”

A pebble- 1 oz.
Mosquito netting, machetes, canvas tarps, extra bug juice
Mine detector- 28 lbs.
Moccasins
Night-sight vitamins
Brandy
Starlight scope- 6.3 lbs
Girlfriend’s pantyhose
Ghost
1 lb. blocks of pentrite high explosives- 4 blocks per man – 68 lbs. in all
Wiring, detonators, batter powered clackers
Earplugs
Good luck pebble, a rabbit’s foot, a thumb
USO stationary, pencils, pens
Sterno, safety pins, trip flares, signal flares, spoons of wire, razor blades, chewing tobacco, liberated joss sticks, statuettes of Buddha, candles, grease pencils, The Stars and Stripes, fingernail clippers, Psy Ops leaflets, bush hats, and bolos.
Hot chow in green marmite cans and large canvas bags filled with iced beer and soda pop
Plastic water containers- 2 gallon capacity
Tiger fatigues
Black flag insecticide
Empty sandbags
Sterno potion
PRC-77
Scrambler radio – 30 lbs with battery
They carried each other
Infections
Chess sets, basketballs, Vietnamese-English dictionaries, insignia of rank, Bronze stars, Purple Hearts, plastic cards imprinted with the Code of Conduct.
Diseases
Lice, ringworm, leeches, paddy algae, rots and molds
They carried the land itself
They carried their own lives
Enormous pressures
Fresh watermelons, sunglasses, woolen sweaters, sparklers, colored eggs
Entrenching tool – 5 lbs.
Poise and dignity
Emotional baggage of the men that might die
They carried shameful memories, the common secret of cowardice, the instinct to run
Reputations
The fear of blushing
Day 3
Vietnam War Background and History

Objectives:
Students will be able to:
- Use visual representation to better understand a text
- Share information with their peers in a constructive manner
- Make text-to-text and text-to-world connections
- Use appropriate resources to research additional information about a topic
- Write correct citations to indicate where researched information was found

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account
CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Purpose:
The purpose of this lesson is for students to gather more factual information about the Vietnam War in order to be able to make a more informed decision about what information in Tim O’Brien’s The Things They Carried is factual. Students will also exhibit higher level thinking skills by illustrating and sharing the information they found along with identifying information they would like to learn.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of The Things They Carried
Copies of The Things They Carried notecard printable (1 copy per class)
Tape
3 x 5 index cards (2 per student)
Drawing utensils- markers, crayons, colored pencils…
1 piece of poster board (per class)
KWL organizer (1 copy per student)
A way to project the History Channel Vietnam War video (episode 1/5)
http://www.youtube.com/watch?v=SQdHW-BJ3q4

Lesson Duration: 50 minutes
Lesson Trajectory:

- If you have not already finished the *The Things They Carried* notecard visual, start the class by finishing the visual representation with the two student volunteers. Ask the students whether they think the weight of the physical or the emotional items the soldiers carried was more of a burden.
- Ask students to take out their homework from yesterday (the one page essay and the facts.)
- Collect the essays and ask the students to hold onto their facts.
- Pass out one 3x5 index card to each student. On the index card, ask each student to write their best fact about the Vietnam War. Using drawing utensils, the students may illustrate their fact on the front of their card. Ask the students to write their name and their citation on the back of the card.
- Once the students have finished their card ask them to stick their card to a piece of poster board designated with their class period.
- Once the students have all posted their index cards on the poster board, share the facts the students found.
- Pass out KWL organizers to the students.
- Ask the students to fill out what they already know about the Vietnam War in the “know” column.
- In the “want to know” column, have students write down any information that they would like to learn about the Vietnam War. Students may use information they heard during the poster board exercise as inspiration for the “what I want to know” and “what I learned” column later on.
- Watch the YouTube video of History Channel’s production of the Vietnam War, episode 1/5.
- Ask students to fill out their KWL sheets while watching the video.
- Pass out one more index card to each student. Ask them to write one fact they learned from the video and illustrate their card. Once they are finished, the cards may be taped to the poster board once more.
- If time allows, students may begin on their homework.

HOMEWORK: Read “Love,” “Spin,” and “On the Rainy River.”
Homework
Day 3

Read “Love,” “Spin,” and “On the Rainy River”
**Vietnam War KWL**

<table>
<thead>
<tr>
<th>What I <strong>know</strong> about the Vietnam War</th>
<th>What I <strong>want to know</strong> about the Vietnam War</th>
<th>What I <strong>learned</strong> about the Vietnam War</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 4
Narrative and Point of View

Objectives:
Students will be able to:
- Understand the characteristics of first and third person point of view and be able to identify and label point of view correctly in a text
- Understand the elements of the genres fiction and memoir and be able to place texts into the appropriate categories
- Use correct conventions to write a persuasive argument
- Synthesize information to draw informed personal opinions about a given topic

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the
CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.

Purpose:
The purpose of this lesson is for students to be able to understand and correctly identify first and third person points of view and stories within the genres of fiction and memoir. Students will use this information to draw their opinion on the genre of Tim O’Brien’s The Things They Carried by writing a persuasive paragraph using appropriate conventions.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of The Things They Carried
Copies of the pop quiz over the stories “The Things They Carried,” “Love,” “Spin,” and “On the Rainy River” (1 per student)
Several copies of memoir and fiction books from the school library (titles do not matter)
Copies of the Fiction vs. Memoir hand-out (1 copy per group)
Copies of the Fiction, Memoir, Narration, and Point of View literary term posters

Lesson Duration: 50 minutes
Lesson Trajectory:

- Give the students a pop quiz over the stories “The Things They Carried,” “Love,” “Spin,” and “On the Rainy River.” Allow the students to have several minutes to complete their quizzes.
- Begin the lesson by re-introducing the term “Point of View.”
- Ask if any student volunteers can explain “point of view.” If the students already seem to understand “point of view” ask them what p.o.v. was used in the story The Things They Carried. (Third person)
- Ask the students to identify what p.o.v was used in the stories they were asked to read last night.
- Start a discussion by asking the students why O’Brien would choose to use multiple points of view in his stories. Does the point of view that O’Brien uses make any of his stories more or less believable? Does the believability of the story matter?
- Re-introduce the literary genres memoir and fiction. Draw a t-chart on the board or use the Memoir vs. Fiction Sort handout. Using a stack of memoir and fiction books from your school library, hold up one book at a time so students can see the cover and title. Ask the students to help classify whether each book should go in the memoir category or the fiction category. After the list is complete ask students which category the think The Things They Carried falls into.
- Once students have made their decisions (tell them they can change their minds later), divide them into two groups – one group advocating that The Things They Carried is a memoir and the other advocating that The Things They Carried is a fiction story.
- Provide each group with the hand out. Ask the students to go back through the stories they have read and identify specific textual reasons they think The Things They Carried falls into the category they were assigned.
- Once the students are done, have the groups trade off presenting their reasons via persuasive argument. Their goal is to persuade the teacher to classify The Things They Carried as either a memoir or a fiction story using textual evidence.

HOMEWORK: Read “Enemies,” “Friends,” “How to Tell a True War Story,” and “The Dentist.”
Homework
Day 4

Read “Enemies,” “Friends,” “How to Tell a True War Story,” and “The Dentist.”
1. List three items that the soldiers in *The Things They Carried* carried while in the field. These items may be tangible or intangible. (6 pts.)

2. What does Jimmy Cross mean when he says “you writer types… you’ve got long memories?” Do you think Jimmy’s memory is as “long” as Tim O’Brien’s? (6 pts.)

3. In “Spin,” O’Brien wrote “on occasions the war was like a Ping-Pong ball. You could put a fancy spin on it, you could make it dance.” What do you think he means by this? (6 pts.) **BONUS:** What type of literary device is used in this quote? (1 pt.)

4. In the story “On the Rainy River,” O’Brien wrote “I remember the rage in my stomach. Later it burned down to a smoldering self-pity, then to numbness.” What was the catalyst for O’Brien’s rage? Be specific. (3 pts.)

**MEMOIR VS. FICTION SORT**

Using the books provided, sort the books into two categories, memoir or fiction. Write the titles of the books in the appropriate column along with one reason why you believe the book fits into that category.

<table>
<thead>
<tr>
<th>MEMOIR</th>
<th>FICTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Narrative point of view describes the narrator's position in relation to the story being told.

1st person - the narrator participates in the story through frequent use of the word "I." The narrator is a character in the story.

2nd person - the narrator refers to the reader as "you," therefore making the reader act as a character in the story.

3rd person - The narrator is an unspecified entity and refers to other characters as "he," "she," etc.
The act of telling the details of a story is narration.

A narrator is the entity that communicates directly with the reader.

One cannot assume that the narrator is always the voice of the author.
A memoir is a literary non-fiction genre characterized as a collection of memories, either public or private, that took place in the author's life. The events in the work are understood to be factual.
A form of writing that deals with information that is not factual, but rather is imaginary or theoretical.
Use the OREO method and graphic organizer below to write an argument to persuade your teacher that *The Things They Carried* is either a work of fiction or a memoir. Use examples from the text and cite your page numbers!

**Opinion**

**Reason**

**Explanation**

Citation

Citation

Citation

Opinion
Day 5
Characters

Objectives:
Students will be able to:
- Define and understand the term character
- Recognize a character in a work of fiction
- Identify whether a character is a protagonist or a foil
- Create a biographical list of traits belonging to a character
- Students will collaborate appropriately and effectively to complete the assignment

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

Purpose:
The purpose of this lesson is for students to understand and identify a character, more specifically a protagonist, in a work of literature. Students will also work together to determine a list of biographical characteristics belonging to a character to complete a shared body biography assignment.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Literary term posters for “character,” “characterization,” “foil,” “antagonist” and “protagonist”
Story summary sheet (1 per student)
Student copies of The Things They Carried (1 per student)
Body biography sheets (1 per group)
Teach-One-2-One’s Fictional Facebook handout (1 per student)
http://www.teachone2one.com/teaching-with-technology/facebook-templatefor-education/

Lesson Duration: 50 minutes
Lesson Trajectory:
- Begin the lesson by asking the students to define the term “character.”
- Re-introduce students to the literary term “character” by using the literary term poster
- Discuss the definition of protagonist and foil using the literary term posters.
- Using the story summary sheet, have the students summarize the story “Enemies” (Sheets will be turned in at the end of the class period as a reading check)
- Allow students to use their summary sheets. Ask several students to summarize “Enemies” aloud to the class.
- Make a list on the board of all the characters in the story “Enemies.” (Students may use their books to help create the list.”
- Returning to the definition of “protagonist,” ask the students to determine what character is the protagonist in this story.
- Split the students into groups. Give each group a body biography paper. Ask them to draw a picture of the protagonist in “Enemies” on their body biography, including important traits about their character inside or around the illustration.
- While students are working ask why they think it is important to identify the protagonist in a story.

HOMEWORK: create a fictional Facebook page for one of the main characters in the stories you have read so far
Homework
Day 5

Create a fictional Facebook page for one of the main characters in the stories you have read so far
An individual in a literary text with distinguishable traits, like personality, appearance, and other unique features.
FOIL

One character that serves as a contrast to another

Typically the “foil” contrasts the characteristics of the protagonist.
Characterization

The representation of human characteristics and/or motives in a literary work
Protagonist

The principal character in a literary work

Also known as the “main character”
Antagonist

The force in a literary work that opposes the protagonist.

This “force” may be another character (foil), group of characters, an institution or any number of oppositional entities.

Antagonists differ from foils in the sense that a foil must be one distinct character.
**Story Summary Organizer**

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Who is the main character?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Wanted</th>
<th>What does the main character want?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>But</th>
<th>What problem happened?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>So</th>
<th>How did the main character solve the problem?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Then</th>
<th>What was the resolution to the story?</th>
</tr>
</thead>
</table>

**Summary Paragraph**
Body Biography

Illustrate a picture of the protagonist in the story "Enemies" from Tim O'Brien's The Things They Carried. Include details about the protagonist's characteristics inside the biography or in the margins.

Character's Name: ____________________________________________
Day 6  
Fiction vs. Non-Fiction

Objectives:  
Students will be able to:  
- Work together to create a comprehensive list of items from the text that determine a war story to be true  
- Apply the new-found information in a search for true war stories  
- Develop a well-supported, coherent and text-based argument to share with their peers

Common Core Aligned Objectives:  
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.  
CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

Purpose:  
The purpose of this argument is for students to work together to gather information from a text (information for how to tell a war story is true), then apply that information to texts that have been previously read to determine their truthfulness.

Materials:  
1 copy of the lesson plan (for the teacher)  
Visible writing surface and appropriate utensil (chalkboard and chalk…)  
Paper and pencil (for the students)  
Student copies of The Things They Carried  
Copies of the “How to Tell a True War Story” graphic organizer handout (1 copy per group)  
Copies of pop quiz 2 (1 copy per student)  
Small sheets of paper

Lesson Duration: 50 minutes
Lesson Trajectory:
- Collect the Facebook homework assignments from the night before (these make a great bulletin board idea!)
- Pass out copies of the pop quiz over “Friends” and “The Dentist” and several items discussed in class. Allow students to have several minutes to complete their quiz.
- Divide the students into differentiated pairs with one higher and one lower ability reader. Ask the students to read “How to Tell a True War Story” aloud to each other.
- Pass out copies of the “How to Tell a True War Story” handout. Ask students to document the ways O’Brien claims you can tell if a war story is true.
- Once the class has finished, ask the students to share what they have documented. Write the guidelines O’Brien provides in a list on the board.
- Ask the students why O’Brien included stories told by the other soldiers in this story instead of just creating a list of ways the reader can determine if a war story is true.
- Ask the students if they think it matters if the stories in this book can be classified as fiction or non-fiction.
- Working with their partners, ask the students to go back through the stories they have already read and pick one story that they think is entirely true.
- Once the pairs have picked their stories, ask the students to write their decision on a small piece of paper. Document the answers on the board. Keep the pairs anonymous. Ask students to argue why they think the stories on the board may be fiction or non-fiction according to the guidelines O’Brien provided.
- Introduce the homework to the students. Review types of figurative language if necessary.
- If time allows students may begin on their homework.

HOMEWORK: Read “Sweetheart of the Song Tra Bong.” Ask students to come with at least one example of figurative language they found in the story (simile, metaphor…)
Homework
Day 6

Read “Sweetheart of the Song Tra Bong.” Ask students to come with at least one example of figurative language they found in the story (simile, metaphor…).
The Things They Carried
Quiz 2

1. Identify the difference between a foil and an antagonist. (3 pts)

2. What was the pact that Dave Jensen and Lee Strunk made? (3 pts)

3. Did Dave and Lee honor the pact? Explain how you know. (3 pts)

4. What is “the rocket pocket?” Explain your answer. (3 pts)

5. In the story “The Things They Carried,” O’Brien stated that the soldiers carried the weight of fear and embarrassment. How did Curt Lemmon carry that weight? What did he do to “lighten” that weight? (8 pts.)
How to Tell a True War Story

Read “How to Tell a True War Story” aloud with your partner. Document the ways O’Brien declares you can determine if a war story is true. Answer the remaining questions once you have finished reading the story.

You can tell a war story is true because...

Write your opinion. Does a war story need to be true for it to have the same purpose and impact? Explain your answers.

Why do you think O’Brien included stories told by other soldiers in this story instead of just creating a list of ways to determine if a story is true?

If you had to pick one of the stories that you have read so far to be true, which story would you pick? Why?
The use of a literary device to create a relationship or resemblance between two unlike things, establish an emphasis or understatement, create a figure of sound, verbal game, or emphasize an error.

Examples include metaphor, simile, onomatopoeia, personification, etc.
SIMILE

A type of figurative language that uses the words “like” or “as” to compare two unlike objects

Example

Fleece as white as snow
Metaphor

A type of figurative language that asserts one object, at some point of comparison, the same as another object

Example

You are what you eat
PERSONIFICATION

A type of figurative language that attributes person like characteristics to a non-human animal or object

Example
The moon chased the sun
Alliteration

A type of figurative language that creates emphasis on the repetition of the same letter sound at the start of a series of words.

Example
She sells sea shells by the sea shore
Onomatopoeia

A type of figurative language that uses a word to describe or imitate a sound made by an object or action

Example

Pow! Bam! Boom!
Hyperbole

A type of figurative language that creates an unbelievable and dramatic exaggeration

Example

“I’m so hungry I could eat a bear!”
A type of figurative language or "saying" that is peculiar in meaning. The meaning generally cannot be derived from the conjoined elements that create the "saying." Example

She "kicked the bucket"
CLICHÉ

A type of figurative language

A saying that has been so frequently used it has become too common or boring

Example

Many hands make light work
Day 7
Figurative Language

Objectives:
Students will be able to:
- understand and identify various types of figurative language in a piece of literature
- participate in a visualization exercise to better understand the importance of the usage of figurative language
- collaborate with peers to locate and identify types of figurative language in the text
- participate in a discussion about O’Brien’s figurative language usage in *The Things They Carried*

Common Core Aligned Objectives:

**CCSS.ELA-Literacy.RL.9-10.10** By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-Literacy.RL.9-10.5** Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.

**CCSS.ELA-Literacy.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

**CCSS.ELA-Literacy.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

Purpose:
The purpose of this lesson is to re-introduce students to the different forms of figurative language and ask them to locate and identify them in the text. Students will participate in a visualization exercise to help them understand the importance of the usage of figurative language, as well as participate in a classroom discussion about O’Brien’s usage of figurative language in the text.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of *The Things They Carried*
Copies of the figurative language term posters
A teacher copy of the figurative language comparison paragraph
Copies of the figurative language discussion handout (1 per student)
Copies of the jigsaw figurative language handout (1 per student)

Lesson Duration: 50 minutes
Lesson Trajectory:
- Review figurative language with the students by using the figurative language term posters. (These may have been introduced yesterday if necessary)
- Ask students why an author might choose to use figurative language in his/her writing.
- Ask students to take out a piece of paper and a pencil. The students will need to fold the paper in half “hamburger” style.
- Explain to students that you will read two paragraphs to them and while you read, you want them to draw a picture of what they hear and envision. Ask them to draw in the rectangle on the left side of the paper first.
- Read the paragraph on the left of the fig. lang. comparison sheet. (This is the paragraph with less figurative language)
- Now pause and ask the students to listen and draw what they envision on the right side of the paper.
- Compare the two drawings. Ask if the use of figurative language helped the student better visualize the text.
- Give students a few moments to look back through “The Sweetheart of the Song Tra Bong” and find 3 examples of figurative language. Have the students document what they find as well as a few of their thoughts on the handout that will be used to guide discussion.
- Once students are finished use the “snowball technique” to start the discussion. Begin by having one student share their thoughts about the effectiveness of figurative language in “The Sweetheart of the Song Tra Bong.” Then add one more student and allow the students to converse in a pair. Each time you add students, double the number of students until the entire class is participating in the discussion. If you choose, you may use the snowball technique with each question.
- Split the students into different groups and assign each group several pages. Ask the students to look back through those pages and become the authority three different examples of figurative language. Ask the students to document the quote, the page number, and identify what type of figurative language is being used.
- If time allows, divide the groups into groups with one person from the original groups and create a “jigsaw” discussion. (For example if group 1 worked on pages 1-4, group 2 worked on pages 5-8, and group 3 worked on pages 9-12 the new groups would contain 1 person from group 1, 1 person from group 2, and 1 person from group 3.)

HOMEWORK: Re-read “Sweetheart of the Song Tra Bong” focusing on Mary Anne’s transformation. Write a one page essay about the effect of Mary Anne’s gender on the reader. What does Mary Anne’s transformation depict about the Vietnam War?
Figurative Language
Narrative Comparison

Text 1 (adapted to lack figurative language)
Have students draw their pictures on the left side of the page

The girl gazed down at Fossie without expression. It took a while, Rat said, to notice the difference in her expressionless eyes. She wore a necklace of human tongues on a length of copper wire.

Text 2 (with figurative language)
Have students draw their pictures on the right side of the page

“For a long while the girl gazed down at Fossie, almost blankly, and in the candlelight her face had the composure of someone perfectly at peace with herself. It took a few seconds, Rat said, to appreciate the full change. In part it was her eyes; utterly flat and indifferent. At the girl’s throat was a necklace of human tongues. Elongated and narrow, like pieces of blackened leather, the tongues were threaded along a length of copper wire, one tongue overlapping the next, the tips curled as if caught in a final shrill syllable.”
Homework
Day 7

Re-read “Sweetheart of the Song Tra Bong” focusing on Mary Anne’s transformation. Write a one page essay about the effect of Mary Anne’s gender on the reader. What does Mary Anne’s transformation depict about the Vietnam War?
# The Sweetheart of the Song Tra Bong

Find and identify three examples of figurative language in the story.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Page number</th>
<th>Type of fig. lang</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why do you think O’Brien chose to use figurative language so heavily in this story? Be specific.

On the scale below, indicate your opinion about the following statement: O’Brien’s use of figurative language in “The Sweetheart of the Song Tra Bong”

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Neutral</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why?
**Figurative language in**

**The Sweetheart of the Song Tra Bong**

Identify three examples of figurative language in the pages your group is assigned. Write the quote, the page number and identify the type of figurative language. Once the groups switch, you will become the “expert” on the examples your group found. Be prepared to present your findings to other groups as well as take notes on their discoveries.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages covered:</td>
<td>Pages covered:</td>
</tr>
<tr>
<td>Example 1:</td>
<td>Example 1:</td>
</tr>
<tr>
<td>Example 2:</td>
<td>Example 2:</td>
</tr>
<tr>
<td>Example 3:</td>
<td>Example 3:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages covered:</td>
<td>Pages covered:</td>
</tr>
<tr>
<td>Example 1:</td>
<td>Example 1:</td>
</tr>
<tr>
<td>Example 2:</td>
<td>Example 2:</td>
</tr>
<tr>
<td>Example 3:</td>
<td>Example 3:</td>
</tr>
</tbody>
</table>
Day 8
Gender Roles in the Vietnam War

Objectives:
Students will be able to:
- effectively summarize a story
- participate in a discussion with their peers using textual evidence to support their claims
- compare factual evidence to a semi-factual story to derive opinions about importance
- collaborate with peers to find relevant information through the use of technology

Common Core Aligned Objectives:

CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Purpose:
The purpose of this lesson is for students to learn factual information about female gender roles during the Vietnam and compare this information to the semi-factual story “The Sweetheart of the Song Tra Bong” to determine whether gender of the factual nature of the text weaken or intensify the impact of the story on the reader.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of The Things They Carried
Copies of The Things They Carried Quiz 3 (1 per student)
OPTIONAL- Copies of the story summary handout (1 per student)
Copies of the Women in the War scavenger hunt handout (1 per student)
Access to computers (1 computer per student, pair, or small group)

Lesson Duration: 50 minutes
Lesson Trajectory:
- Begin the lesson by giving the students a quiz over “The Sweetheart of the Song Tra Bong”
- Ask students to take out their essays from the night before. Tell the students they may use their essays to help them during the class conversation.
- Either ask a student to summarize “The Sweetheart of the Song Tra Bong” or give each student a copy of the story summary handout (used previously.)
- Ask the students if they think the story had more or less impact because Mary Anne was a female. Discuss for several minutes.
- Tell students that because we do not see much of the female role in the Vietnam War portrayed in *The Things They Carried*, they will be using a scavenger hunt to explore a History Channel website devoted to women in the Vietnam War.
- Students may be split into pairs or asked to work alone.
- Take the students to the computer lab.
- Give each student a copy of the scavenger hunt sheet.
- Allow the students to guide themselves through the worksheet. Circulate to answer any questions and make sure the students are working.
- If time allows review what the students learned during their scavenger hunt.
- If students finish early they may begin on their homework.

HOMEWORK: Read “Stockings,” “Church,” “The Man I Killed,” “Ambush,” and “Style.”
Homework
Day 8

Read “Stockings,” “Church,” “The Man I Killed,” “Ambush,” and “Style.”
The Things They Carried
Quiz 3

1. The story “The Sweetheart of the Song Tra Bong” was told to O’Brien by Rat Kiley. Does O’Brien claim to know if the story is true? Support your answer. (3 pts.)

2. What are culottes? (1 pt.)

3. How did Mary Anne get to Vietnam? Be specific. (3 pts.)

4. True or False? Did Mary Anne act as a nurse during part of her time in Vietnam? (3 pts.)

5. Define “the greenies” (3 pts.)

6. What shocking piece of jewelry did Mary Anne wear? Use description. (3 pts.)
Women in the War

Website Scavenger Hunt

Begin your scavenger hunt by finding and logging onto a computer.
Navigate to the website [http://www.history.com/topics/women-in-the-vietnam-war](http://www.history.com/topics/women-in-the-vietnam-war)
Use your time wisely and answer all the questions.

1. Approximately how many women does the Vietnam Women’s Memorial Foundation estimate were stationed in Vietnam during the Vietnam War?

2. In the space below, list some of the jobs women had in the Vietnam War. The majority held what profession?

3. Who was awarded a Bronze Star for heroism? Why?

4. What does the Vietnam Women’s Memorial depict?

5. What was Elizabeth Allen’s job in the Vietnam War?

6. What was Allen’s rank?

7. What happened to the hospital at Cu Chi?

8. What does Allen say the U.S. Army does not get credit for?
What does Anne Purcell have to say about being a military wife?

How long was the tour of duty when men were drafted to service in Vietnam?

What happened to Ben Purcell?

Write three other interesting pieces of information you found on the website

1.

2.

3.

After learning more about women in the Vietnam War, state your opinion. Do you think Mary Anne’s transformation in “The Sweetheart of the Song Tra Bong” is more dynamic because she is female? Why or why not? Was your opinion changed after further research?
Objectives:
Students will be able to:
- understand the term “symbolism” and identify it in a text
- use symbolism as the catalyst for class discussion
- provide strong evidence from the text to support their opinion
- participate appropriately in a class discussion and collaborate with peers

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Purpose:
The purpose of this lesson is for students to understand the term symbolism and recognize it in a text. Students will be asked to identify other textual symbols and relate their appearance to the text as a whole in a collaborative classroom discussion.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of The Things They Carried
Literary term poster for “symbolism”
Sticky notes (1 per student)
Poster board (1 per class period – mark the poster board to denote which board belongs to which class)
Copies of the symbolism graphic organizer handout (1 per group)
Construction paper (3 pieces per group)

Lesson Duration: 50 minutes
Lesson Trajectory:

- Re-introduce students to the literary term “symbolism” using the literary term poster.
- Begin by focusing on the story “Stockings.”
- Provide each student with a sticky note.
- Ask students to answer the following question on the “sticky” side of the sticky note - “what symbolic purpose do the stockings serve in this story?”
- Write the question on the board to help students remember as they think.
- Tell students to not write their names with their answers.
- Hang a sheet of poster board marked with the class name or period number in the front of the room.
- When students are finished, have them stick their answers to the poster board. Because they have written on the sticky side, the answers should be anonymous and you should not be able to read the answers until the sticky notes have been folded or unstuck.
- Once all of the students have finished, flip over the sticky notes and read the anonymous ideas the students have about the symbolic nature of the stockings.
- After reading the ideas aloud to the class, facilitate a classroom discussion about the symbolism in the stockings.
- Split students into groups. Ask the students to identify three other examples of symbols in any of the stories we have read previously.
- Give each group a piece of construction paper to draw a picture of the symbols they identify.
- After the class has finished, display all of the symbols.
- Discuss the symbols the students found and ask how each of these symbols serves a purpose in the story.
- Give the students a 15 minute free-write period. Make sure each student has a pencil and piece of paper. Ask them to choose one of the symbols the class identified and write a short story unrelated to The Things They Carried using that symbol.
- If time allows students may share their stories to show how symbols can have different meanings relative to the context of the story in which they are placed.

HOMEWORK: Read “Speaking of Courage” and “Notes.”
Homework
Day 9

Read “Speaking of Courage” and “Notes.”
Symbolism

An item that represents, stands for, or suggests an idea, belief, action, or entity.
Symbolism in *The Things They Carried*

Symbolism is an object that represents, stands for, or suggests an idea, belief, action, or entity. Examples of symbolism include a cross representing Christianity, a star of David representing Judaism, etc. With your group, find three examples of symbolism in the stories we have read so far. Document these examples and their meaning in the space provided.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significance to the text -

Significance to the text -

Significance to the text -

Significance to the text -
Day 10
Character Development

Objectives:
Students will be able to:
- identify and determine the differences between flat and round characters
- identify details and characteristics important to the character of Norman Barker
- provide insight in collaborative groups and work appropriately with peers

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Purpose:
The purpose of this lesson is for students to understand and determine the differences between flat and round characters in a text as well as identify the traits of a character important to their characterization and growth throughout a story.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of The Things They Carried
Copies of The Things They Carried pop quiz 4
Literary term posters for “character,” “flat character” and “developed character”
A large sheet of butcher paper (1 large sheet per class)

Lesson Duration: 50 minutes
Lesson Trajectory:
- Start the class by passing out the pop quiz question “Who is Norman Barker?” Give the students several minutes to write their answers on their half sheets of paper.
- Using the literary term posters Discuss the differences between a “flat” and “developed” character.
- Ask students to decide if they think Norman Barker is a developed character.
- Using a large sheet of butcher paper, ask one of the students to lie down on the paper.
- Trace an outline around the student.
- As a class, create a large body biography of Norman Barker, detailing what we know about his life because of the details in the story.
- Ask the students to help you document details about Norman Barker around the margins of the paper.
- Hang the body biographies in the classroom or the hallway.
- As an exit slip, remind students that “Speaking of Courage” and “The Things They Carried” are the only stories in the book that are written in third person point of view. Ask the students to identify why they think O’Brien might have written this story this way.

HOMEWORK: Write a one page essay explaining the relation between the stories “Notes” and “Speaking of Courage.” Read “In the Field,” “Good Form,” and “Field Trip.”
Write a one page essay explaining the relation between the stories “Notes” and “Speaking of Courage.” Read “In the Field,” “Good Form,” and “Field Trip.”
The Things They Carried
Quiz 4

1. Who is Norman Barker? Be specific.

EXIT SLIP
“Speaking of Courage” and “The Things They Carried” are the only stories in this book that are written in third person point of view. Why do you think O’Brien might have written these stories this way?
Flat Character

Characters in a literary work that are relatively uncomplicated and remain unchanged throughout the literary piece.
Round Character

Characters in a literary work that are complex and undergo development as the story progresses.
Day 11
Plot Structure

Objectives:
Students will be able to:
- understand and identify elements of plot in a literary text
- identify the typical plot trajectory of a text
- map the plot of a text
- compare the plot of *The Things They Carried* to a normal plot trajectory
- understand and identify pacing and conflict in a story
- use collaboration skills to work with a group of peers

Common Core Aligned Objectives:

CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.

CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Purpose:
The purpose of this lesson is for students to become more familiar with the literary element plot as well as other components of plot, including pace and conflict. Students will understand these terms and identify them in a variety of texts. Students will work together to map plots and compare the plot trajectories of several texts. Students will use their knowledge about plot to look for extended meaning in the text.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of *The Things They Carried*
Scholastic plot map poster (several copies to project and write on per class)
http://printables.scholastic.com/printables/detail/?id=35528
Plot, pace, drama, and conflict literary term posters
Copies of the Quang Ngai Province the My Lai Massacre NEA handout (1 per student)

Lesson Duration: 50 minutes
Lesson Trajectory:
-Begin the lesson by asking students if most stories have a typical plot trajectory or follow a similar plot line.
-Show students a picture of a normal plot map. (Use the scholastic plot map printable)
-Identify a story that all of the students are familiar with – for example Little Red Riding Hood.
-Ask a student to briefly share with the class the story of Little Red Riding Hood.
-After the student shares the story, following the plot map you just showed the students, map the plot of Little Red Riding Hood.
-Now ask a student to summarize the plot of another familiar story, like Jack and the Beanstalk.
-Map the plot for Jack and the Beanstalk.
-The students should notice that the plot trajectory of these two stories and many other stories are very similar.
-Ask students if the book *The Things They Carried* can be mapped with a traditional plot map.
-Identify another component of plot- pace.
-Ask the students to identify pacing in this story. Is it fast? Is it slow? Does it play a role?
-Explain to students that while *The Things They Carried* does not follow a traditional plot trajectory, it still contains several traditional plot elements, like drama (conflict) and speed.
-On the graphic organizer sheet, ask students to identify the “conflict” in Little Red Riding Hood and Jack and the Beanstalk.
-Now ask students to think about the stories “In the Field,” and “Field Trip.” Ask them to identify an element of conflict that both of these stories share.
-Ask students what their opinions on the effect placing the story “Good Form” between the two stories “In the Field” and “Field Trip.”
-Hand out copies of the document about the Quang Ngai Province the My Lai Massacre
-Ask students to read the hand-out silently to themselves and be ready to discuss it tomorrow.
-If time allows, students may begin on homework

HOMEWORK: Choose one of the soldiers in the field the night Kiowa dies. Write a condolence letter from that character to Kiowa’s family. Use proper letter form. Include details from the text.
Homework
Day 11

Choose one of the soldiers in the field the night Kiowa dies. Write a condolence letter from that character to Kiowa’s family. Use proper letter form. Include details from the text.
The events that make up a story, particularly as they relate to one another in pattern and sequence.
Pace

The speed at which “movement” in a piece of literature occurs
A specific genre of fiction referring to the dramatic conflict occurring in the text.
The term “drama” may also be used to refer to the main conflict in the text.
An incompatibility between the objectives of two characters or forces

The main “problem” in the text
Plot and The Things They Carried

Identify the main conflict in the story “Little Red Riding Hood”

Identify the main conflict in the story “Jack and the Beanstalk”

Identify the main conflict in the story “In the Field”

Identify the main conflict in the story “Field Trip”

The story “Good Form” separates the stories “In the Field” and “Field Trip” in O’Brien’s The Things They Carried. Why do you think these stories are ordered in this way? Do you think there is any significance to the fact that “Good Form” separates the other two?
Day 12
Plot Structure

Objectives:
Students will be able to:
- examine the plot structure of *The Things They Carried*
- determine the effectiveness of impact on the reader of reading a collective group of short stories as a whole
- use collaboration techniques to work with peers to develop a theoretical understanding of the importance of truth in *The Things They Carried*
- use discussion stems to hold a constructive classroom debate

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Purpose:
The purpose of this lesson is for students to work collaboratively to develop opinions on the effectiveness of O’Brien’s collective short stories regarding their impact on their reader. Students will also determine whether the blurring of fiction and memoir creates effect or confusion in the story.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of *The Things They Carried*
Scholastic plot map poster (several copies to project and write on per class)
 Copies of the Quang Ngai Province the My Lai Massacre NEA handout (Extras for students that don’t have copies from yesterday)
Copies of the plot and truth discussion organizer (1 per student)
Copies of the exit slip question (1 per student)

Lesson Duration: 50 minutes
Lesson Trajectory:
- Ask students to take out their copies of the Quang Ngai Province document.
- Give the students a minute to look over the document and refresh their memories.
- Tell the students O’Brien writes, “It’s time to be blunt. I’m forty-three years old, true, and I’m a writer now, and a long time ago I walked through the Quang Ngai Province as a foot soldier. Almost everything else is invented. But it’s not a game. It’s a form.” Ask the students to think about what they think O’Brien means by “it’s not a game, it’s a form.”
- Write the quote on the board so the students can refer to it while thinking.
- Split the students into several “round table” discussion groups. Give each group a copy of the discussion organizer with the O’Brien quote along with the following questions. What is the relationship between truth and fact in “The Things They Carried.” Why are facts important? How much factual information do we need to understand the truth? Does the search for truth enhance the book’s plot?
- Travel around to each group as they write and discuss their responses to the questions.
- Once all of the groups have finished their discussions and have filled out their sheets, facilitate a class discussion asking the same questions.
- Allow the groups to debate their answers.
- Display the debate sentence stems if beneficial for your class.
- Give students a copy of the exit slip with the following scenario: You are an employee at Barnes and Nobel and you have just received a new shipment of books. Your manager has given you a box and has asked you to place the books on the shelves in the appropriate section. You open the box and find copies of the book “The Things They Carried.” In what section would you place this book? Fiction or Non-Fiction?

HOMEWORK: Read “The Ghost Soldiers.”
Homework
Day 12

Read “The Ghost Soldiers.”

Name: _____________________________________       Period: _______

EXIT SLIP

You are an employee at Barnes and Nobel and you have just received a new shipment of books. Your manager has given you a box and has asked you to place the books on the shelves in the appropriate section. You open the box and find copies of the book “The Things They Carried.” In what section would you place this book? Fiction or Non-Fiction? Why?
Q’Brien wrote

It’s time to be blunt. I’m forty-three years old, true, and I’m a writer now, and a long time ago I walked through the Quang Ngai Province as a foot soldier. Almost everything else is invented. But it’s not a game. It’s a form.

What do you think O’Brien means by this?

What is the relationship between truth and fact in “The Things They Carried”?

Why are facts important? How much factual information do we need to understand the truth?

Does the search for truth enhance the book’s plot?
Day 13
Theme

Objectives:
Students will be able to:
- learn to make inferences by reading for unstated meaning
- draw text-to-life connections
- discuss opinions and reactions regarding this story from *The Things They Carried* using proper communication skills
- use non-aggressive and non-confrontational ways to state their opinions on subjective information.
- understand literary themes and identify them in the text

Common Core Aligned Objectives:

**CCSS.ELA-Literacy.RL.9-10.10** By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-Literacy.RL.9-10.5** Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.

**CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**CCSS.ELA-Literacy.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Purpose:
To discuss literary themes apparent in Tim O’Brien’s *Ghost Soldiers*, realize connections between one’s self and the text, and discuss O’Brien’s effectiveness of blurring the line between fiction and non-fiction.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
A half sheet of paper and pencil (for the students)
Student copies of *The Things They Carried*
Literary term poster for “theme”
A copy of *The Lorax* by Dr. Seuss
1 copy of the guided journey (for the teacher)
5 notecards per student
Copies of the exit slip (1 per student)
Copies of the discussion questions (1 per student)

Lesson Duration: 50 minutes
Lesson Trajectory:
-Re-introduce students to the literary term “theme” using the literary term poster
-Explain that themes are central, reoccurring subjects in a book. Examples may be racism, class, or unrequited love.
-Using the book *The Lorax*, read several pages aloud to the students.
-While reading identify some of the passages that contribute to discovering the theme of the story. (Pages may be left out of the story due to length.)
-Break students into groups. Using the handout, ask students to identify what they think is the theme of *The Lorax*.
-Tell students that one reoccurring theme in *The Things They Carried* is social pressure, which we will focus on today.
-Explain the concept of a guided journey to the students.
-Read the directions for the guided journey aloud to the students.
-Pause to clarify instructions and/or answer questions.
-Read the guided journey aloud to the students.
-Pass out a copy of the discussion question sheet to each of the students. Inform the students that the sheets will not be graded, but must be filled out to help them during the classroom discussion. (Sheets will be collected and points awarded for completion.) Give students several minutes to write their responses.
-Ask for several volunteers to create a “fish bowl” discussion at the front of the room.
-Choose approximately five volunteers. Ask them to bring their chairs to the front of the classroom and create a circle facing one another. (The students may bring their discussion guide sheets with them.)
-Explain the “fish bowl” discussion concept to the students. Tell the class that the five students in the front of the room will start the discussion. When another student, not in the fish bowl discussion already, is ready to chime in they may raise their hand. When called upon, that student must come to the front of the room, tap the shoulder of a student already in the fish bowl and take their place. The discussion should not stop while this change is occurring.
-Begin the discussion by posing the first question to the students in the fish bowl.
-The teacher should facilitate the entrance and exit of students in the fish bowl while the discussion is occurring. The teacher may also change the trajectory of the discussion by posing additional questions to students in the fish bowl.
-Once all of the answers on the discussion page have been discussed, ask all students to return to their seats.
-Project the exit response (or pass out copies or write the question on the board.)
-Ask students to answer the exit question before leaving the classroom on their half sheet of paper.

HOMEWORK: Write a one page essay explaining why social pressure is a major theme in the book *The Things They Carried*. Use details from the text.
Homework
Day 13

Write a one page essay explaining why social pressure is a major theme in the book The Things They Carried. Use details from the text.

Name: ___________________________       Period: _______

EXIT RESPONSE

In “Ghost Soldiers,” Tim O’Brien describes his experiences being injured in battle not once, but twice. Explain how O’Brien was wounded and what impact it had on him (ie. his mental health, comfort, mobility, relationships…) Use specific examples from the text.
A Soldier’s Journey: To Be Tim O’Brien in *The Ghost Soldiers*  
A Guided Journey

Instructions: Before the presentation begins, each participant is handed five index cards. If possible, read this guided imagery with the lights out or dimmed. After reading the narration, allow a period of silence, perhaps 30 seconds. The presenter then facilitates a discussion about the feelings and reactions experienced during the exercise. Read the following part aloud:

“Your imagination is the key instrument in this exercise of guided journey. We will take a journey through your imagination of what your life might be like if you were Tim O’Brien in *The Things They Carried*. You may experience a variety of feelings along this journey. Examine these feelings, but do not let them distract you from participation. The goal of this exercise is to help you understand some of the emotions and experiences of a soldier in the Vietnam War, how someone like Tim O’Brien might have felt. In front of you should be five cards and a pencil. Carefully follow the directions that are given for each card. Use a separate card for each category. These cards will not be collected and the responses will only be seen by you. Everything will be kept confidential.”

- On the first card, write the names of your family members.
- On the second card write the name of your best friend
- On the third card, write the name of the place where you feel most comfortable.
- On the fourth card, write some of the names of the people you are familiar with. Perhaps people you see at school every day. (Classmates, teachers, friends…)
- On the fifth card, draw a quick picture symbolizing your life as it is today.

As you undertake this journey, keep looking at the cards on your desk and consider the meaning of what you have written. Imagine how you would feel if any or all of these things were suddenly gone.

“It is 1968 and you are living in the small, Midwestern town of Worthington, Minnesota. Two weeks ago you graduated from Macalester College. You have a bachelor’s degree in Government and Politics. You were an excellent student. While at college, you learned of the U.S. involvement with the Vietnam War. During your time at Macalester, you were not a radical activist, but you openly opposed the war and you still hold strong feelings that the war is “wrong.” You have returned home to your parents’ house to work at the meat packing plant. You are preparing to go to graduate school. One day you walk to the mailbox to gather the mail. You find that there is a letter addressed to you. You open the envelope. You have been drafted.” Pick up card that you used to list your family members. You are leaving for Vietnam. You may never see them again. Tear the card in half. (Pause for a moment to allow people to tear their cards in half.)

“You are now in Vietnam. You are in Alpha Company, and you have become close with the people in your squadron. You enjoy the company of most of the men that you are fighting with, but you have developed an even greater bond with Rat Kiley, the medic. While engaged in battle in Tri Binh, you are shot. The shot knocks you against the pagoda wall and you collapse at the base of the wall, injured. Rat ties on a compress, tells you to “ease back,” then continues to fight the war. Rat returns four times to check on your condition, providing you with medical treatment and humor. You admire and appreciate Rat’s courage. After the fight is over, a chopper comes and takes you away with two dead soldiers. Rat hugs you before you leave, a display of affection that is unusual to Rat’s character. During the 26 days that you spend recovering in Chu Lai, Rat is injured and shipped to Japan. A new medic named Bobby Jorgenson has taken Rat’s place.” Pick up the card that you used to write the
name of your best friend. He or she is now gone. Tear the card in half. (Pause for a moment to allow people to tear their cards in half.)

“You have recovered in Chu Lai and you are happy to be back with your comrades in Alpha Company. Suddenly you find yourself involved in another fight while traveling along the Song Tra Bong. You are shot again, this time in your rear. You lie there, wounded, waiting for Bobby Jorgenson to dress your wound, but Jorgenson is ‘green and incompetent and scared.’ As you lie there waiting, you start to float in and out of consciousness. You are in shock from the pain. After ten minutes, Jorgenson works up the courage to crawl over to you. He patches your wound, but several weeks later, you learn that Jorgenson made a mistake. The skin on your rear can be peeled off with your fingernail like fillets of rotten meat. You spend a month flat on your stomach. You can’t walk, you can’t sit, you can’t sleep. You are embarrassed and humiliated. You have been stripped of your pride.” Pick up the card that you used to write the name of the place where you feel most comfortable. You can no longer find that comfort. Tear the card in half. (Pause for a moment to allow people to tear their cards in half.)

“It is the end of December, and you have been released from the 91st Evac Hospital and transferred to Headquarters Company S-4, the battalion supply section. There, you have regular hours, access to an EM club with beer and movies, and even live shows. For the first time in months, you feel reasonably safe. But you miss Alpha Company and your time in the “boonies.” It is hard to explain but “the presence of death and danger has a way of bringing you fully awake. It makes things vivid.” You realize that “when you’re afraid… you see things you never saw before; you pay attention to the world. You make close friends.” While you are at Headquarters, you are alone. Your wound still hurts. You spend your nights, lying in discomfort, steeping in the anger that you harbor for Bobby Jorgenson, the person that caused all of this. It is now March and Alpha Company is flown in to headquarters. You meet your old comrades at the helipad. As they get off the plane you slap hands with Mitchell Sanders, Azar, Henry Dobbins, Dave Jensen, and Norman Bowker. You drive to the Alpha hootches and party until dinner time. You are glad to be reunited with your friends. Eventually, you bring the conversation around to Jorgenson. You are becoming obsessed with your anger and you are looking for an accomplice to achieve your revenge. While talking to Mitchell Sanders, you learn that Jorgenson kept another member of Alpha Company alive, thus redeeming himself in the eyes of the other soldiers. ‘The kid messed up bad for sure,’ Sanders says, ‘but you have to take into account how green he was. Brand new, remember? Thing is, he’s doing a lot better now. I mean, listen, the guy knows his shit… People change. Situations change. I hate to say this man, but you’re out of touch… he’s with us now.’ ‘And I’m not?’ you ask. ‘No… I guess you’re not,’ replies Sanders, and he stiffly walks away.” Pick up the card that you used to write the names of the people you are familiar with - the people that you see every day. They have lost their familiarity. You are no longer welcome in their group. Tear the card in half. (Pause a moment to allow people to tear their cards in half.)

“Nighttime falls, and you find yourself stationed outside Jorgenson’s bunker, watching as he prepares himself for his night watch shift. You think about your own night watches, and how it makes you feel. You think about the psychology ‘the way the darkness squeezes inside [you,] [how] you get cut off from the outside world and your imagination takes over.’ You think about your friends that have died: Curt Lemon, Kiowa, Ted Lavender, ‘a half-dozen others whose faces you can’t bring into focus anymore.’ You start to think about ‘The stories you’ve heard about Charlie magic…ghosts rising from the dead. Ghosts behind you and in front of you and inside you.’ The sounds around you become heightened and distorted. You have set up a trap surrounding Jorgenson’s bunker consisting of rope, ammo cans, rifle cartridges, and flares. While you lay there, preparing your revenge against Jorgenson, a coldness grows inside of you. You aren’t yourself. You feel hollow and dangerous. You begin the ambush. It gives you a feeling of immense power. You know that you want to stop yourself, but “right and wrong were somewhere else.” You hear yourself chuckle, and oddly, you
become unattached from the natural world. You float through the darkness, invisible, outside of your body, hovering over Bobby’s bunker. You feel that “there [is] nothing moral in the world” Azar, the only person you could coerce into being your accomplice continues to harass Jorgenson and takes your plan too far, but you do not stop him. You sit, detached from yourself, unable to make him quit. When Azar is finally done, he turns to head for his bunk. ‘You’re a sorry case,’ he says. ‘Sorriest… specimen I ever seen.’ He kicks you in the head, and goes to bed. Jorgenson bandages your wound. He is the closest person you have left to a friend. You reflect on how much war has changed you. Pick up the card you used to draw a picture of what your life was like before the war. That life has been lost forever. [SLIDE] Tear the card in half.
DISCUSSION QUESTIONS

You will have a few minutes to jot down your thoughts on the following questions. Your answers will not be graded and are only to help you during classroom discussion. Points will be awarded for completion.

How do you feel?

How do you think O’Brien felt?

O’Brien plays with the line between fact and fiction throughout the book. “By telling stories, you objectify your own experience. You separate it from yourself. You pin down certain truths. You make up others. You start sometimes with an incident that truly happened . . . and you carry it forward by inventing incidents that did not in fact occur but that nonetheless help to clarify and explain” (p. 158). What ways does O’Brien blur the lines between reality and imagination? How does this contribute to our understanding of the war?

Many of the soldiers’ actions are the result of social pressure: O’Brien’s unwillingness to dodge the draft by fleeing to Canada even though he opposed the war, the dark humor the unit displays in the villages, and the fact that they would kill and die “because they were embarrassed not to” (p. 21). Think of some instances where social pressure affects a character or the unit as a whole. Is this pressure positive or is it a negative influence? Respond with answers and passages from the text.
A unifying subject or idea in a story
Day 14
Theme

Objectives:
Students will be able to:
- learn to make inferences by reading for unstated meaning
- draw text-to-life connections
- discuss opinions and reactions regarding this story from *The Things They Carried* using proper communication skills
- use non-aggressive and non-confrontational ways to state their opinions on subjective information.
- understand literary themes and identify them in a variety of texts

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Purpose:
To discuss literary themes apparent in Tim O’Brien’s *Ghost Soldiers*, realize connections between one’s self and the text, and discuss O’Brien’s effectiveness of blurring the line between fiction and non-fiction.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of *The Things They Carried*
Assorted children’s books
Copies of the Scholastic plot map printable (one per group)
Copies of the story summary handout (one per group)
Copies of the Identifying Theme handout (one per group)
Large sheets of butcher paper or poster board (3-5 per class)

Lesson Duration: 50 minutes
Lesson Trajectory:
- Split the students into groups or pairs (depending on the number of resources you have available.)
- Ask each group (or pair) to read a short children’s book and fill out a provided graphic organizer identifying the theme of the story, the plot trajectory, and write a brief summary of the plot.
- Have the groups briefly summarize the story for the rest of the class, then identify one major theme in the story.
- Have each group share some of the clues they found that helped them identify the theme.
- Give the students several minutes to think about other themes that may be apparent in The Things They Carried.
- Any themes that students can think of need to be documented on personal white boards or sheets of paper.
- Together as a class, identify some of the main themes in The Things They Carried.
- Break the students into groups, giving each group a large sheet of butcher paper with one of the themes “personal morality” and “truth” marked at the top. (Other themes that the students identified may be added.)
- Ask the students to circulate in their groups and write excerpts from the text that apply to each theme.
- Review the examples provided at the end of the period.

HOMEWORK: Read “Night Life” and “Lives of the Dead”
Homework
Day 14

Read “Night Life” and “Lives of the Dead”
# Identifying Theme

Using the children’s book you have been assigned, answer the following questions with your group.

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Provide three examples from the text that contribute to the theme of the story. Include page numbers.

1. 

2. 

3. 

<table>
<thead>
<tr>
<th>Brainstorm</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some additional themes in <em>The Things They Carried</em>?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Day 15
Final Reactions and Exam

Objectives:
Students will be able to:
- prove the knowledge accumulated over the course of this unit
- share informed and supported opinions about the text

Common Core Aligned Objectives:
CCSS.ELA-Literacy.RL.9-10.10 By the end of grades 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffoldings as needed at the high end of the range.
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time, and create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Purpose:
The purpose of this lesson is for students to share their final thoughts about *The Things They Carried* and prove the knowledge they have accumulated throughout the course of this unit.

Materials:
1 copy of the lesson plan (for the teacher)
Visible writing surface and appropriate utensil (chalkboard and chalk…)
Paper and pencil (for the students)
Student copies of *The Things They Carried*
Copies of the final test (1 per student)
A way to project the History Channel Vietnam War videos
Copies of the extension activity choices and final project rubric (1 per student)

Lesson Duration: 50 minutes

Lesson Trajectory:
- Discuss the final stories and reactions to the text.
- Pass out the final test to the students.
- Pass out copies of the extension activity pages and final rubric.
- Introduce and explain the extension activities
- If time allows after the tests, the rest of the History Channel Vietnam War episodes 2-5

HOMEWORK: Have your extension activity choice made by tomorrow.
1. Which character in *The Things They Carried* took tranquilizers? (1 pt)
   a. Tim O’Brien
   b. Henry Dobbins
   c. Ted Lavender
   d. All of the above

2. Why did the character you selected above take tranquilizers? (1 pt)

   ________________________________________________________________

3. True or False
   O’Brien is proud to be drafted into the service for the Vietnam War. (1 pt) __________

4. Which character was “zapped while zipping?” (1 pt) ____________________________

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

   ________________________________________________________________

6. Describe the relationship between Jimmy Cross and Martha. What purpose does Martha serve in the story? (6 pts)

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

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

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

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

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

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

10. The genre of the story *The Things They Carried* has frequently been debated. O’Brien admits that his stories blur the line between fiction and reality. Do you think *The Things They Carried* should be placed in one category or the other? Do you feel that the lack of distinction between fantasy and reality creates a more “real” depiction of the Vietnam War for the reader, or a less believable depiction? Use details from the text to support your opinion. (15 pts)
Select a Vietnam War Protest song. Identify and label any figurative language used. Write a three page essay comparing and contrasting the protest song and *The Things They Carried*. Cite all sources and submit a works cited.

Create a scrap book depicting Tim O’Brien’s memories from the Vietnam War. Think about the use of symbolism in your visuals. Write a three page essay comparing the symbolism you used in your scrapbook with the symbolism O’Brien used in *The Things They Carried*. Cite all sources and submit a works cited.

Create faux Facebook pages or Twitter accounts for 5 of the round characters in *The Things They Carried*. Write a three page essay highlighting the reasons you included various items on the Facebook pages. Use details from the text. Cite all sources and submit a works cited.

Pick one item of interest from *The Things They Carried*, for example the female role in the Vietnam War. Research your topic and write a three page research paper explaining your findings. Cite all sources and submit a works cited. All topic proposals must be approved in advance by your teacher.

Conduct research about the draft for the Vietnam War. Write a three page, first-person fiction story depicting what life would be like if you were drafted into the service for the Vietnam War. Use your research to support your story. Cite all sources and submit a works cited.

Create a glossary (with definitions) of all the military terms in *The Things They Carried*. Write a three page essay advocating for or against O’Brien’s use of military jargon. Cite all sources and submit a works cited.

Interview a war veteran. Write a three page essay comparing their experiences to the stories in *The Things They Carried*. Cite all sources and submit a works cited.
<table>
<thead>
<tr>
<th></th>
<th>Superior (4)</th>
<th>Proficient to Excellent (3)</th>
<th>Below Sufficient/Making Progress (2)</th>
<th>More Learning Required (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The student shows a complete and detailed understanding of the information/topic. The student performs the required skills and processes important to the topic fluently and without error.</td>
<td>The student shows an understanding of the information important to the topic but not in great detail. The student performs the skills and processes important to the topic without significant error.</td>
<td>The student has some misconceptions or is missing some information important to the topic but still has a general understanding of the topic. The student makes significant errors when performing the skills and processes important to the topic but still performs a rough approximation of these skills and processes.</td>
<td>The student has major misunderstandings or is missing critical information about the topic. The student cannot perform even a rough approximation of the skills and processes important to the topic.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>- The project establishes an extremely clear thesis. All information presented supports the identified thesis. - Student elaborates on the chosen subject - All information used in the final project came from credible sources and is cited correctly. - The project ends with a correct and intact Works Cited page</td>
<td>- The thesis of the project is fairly clear. - Student has some information for the chosen subject. - Most information used in the final project came from credible sources. Most information that appears is correctly cited. - The paper ends with a Works Cited page that is mostly correct.</td>
<td>- A thesis is established, but random or off-topic information appears in the project. - Student is missing necessary information to fully explain the chosen subject. - Sufficient amounts of information come from sources that are not deemed credible. Student has quite a few missing or incorrect citations. - The paper ends with a Works Cited that is missing several sources, or has numerous mistakes.</td>
<td>- There is no establishment of a thesis. The project lacks focus. - Student is missing necessary information to explain the chosen subject. - Major portions or information is not cited or does not come from credible sources. Student does not understand the formatting for proper citations. - The Works Cited page is mostly incorrect or missing from the final project.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>- Exhibits clear, concise, and logical sequencing of ideas, like introduction, body, conclusion and transitions. - Project is easy to follow and logically arranged.</td>
<td>- Exhibits logical sequencing of ideas, like introduction, body, conclusion, and transitions. - Project is fairly easy to follow, even with minor errors present.</td>
<td>- Exhibits some attempt at sequencing ideas, but lacks distinct elements like an introduction, body, conclusion, and transitions. - Project has a lack of focus that makes it difficult for the audience to follow. Major errors present.</td>
<td>- Little to no logical sequencing occurs in the presentation. - Project severely lacks focus and numerous major errors leave the audience confused.</td>
</tr>
</tbody>
</table>
WAYS TO EXPRESS AN OPINION

- I think that...
- I feel that...
- I believe that...
- I am sure that...
- I am certain that...
- I am unsure that...
- I am uncertain that...
- I am convinced that...
- I am not convinced that...
Ways to disagree

- I don’t agree with you
- I disagree with you
- I disapprove of ...
- That isn’t true
- That isn’t correct
- That is improbable
- That is a mistake
WAYS TO APOLOGIZE AND REACT

- I’m sorry
- I didn’t mean to hurt your feelings
- I didn’t want to upset you
- Don’t worry
- That’s alright
- That’s ok
WAYS TO ASK AND GIVE ADVICE

- What can/should I do?
- Can you give me advice on ...?
- You could/should ...
- If I were you, I would ...
- Thanks
- I suppose you’re right
Ways Express Emotions

- I’m angry about...
- It upsets me that ...
- I am happy that ...
- I am glad that ...
- I am sad that ...
Ways to express misunderstanding

- Sorry?
- Pardon?
- Could you repeat yourself?
- Could you repeat yourself more slowly, please?
- One more time, please?
- I don't understand
Ways to show agreement

- I agree with you
- That is correct/right/true
- I approve of ...
- You are correct/right
- That is probable
- What you say is true
- There's no doubt about it
WAYS TO JUDGE AN ARGUMENT

• That’s a good argument
• I dislike...
• I prefer...
• That is a good/convincing argument
• That is an unconvincing argument
• Your argument is supported well
• Your argument is not supported well
WAYS TO GIVE REASONS

- Let me explain.
- Let me tell you what I mean.
- You see...
- That's why...
- The way it should be is...
- The way I see it is...
- How I see it is...
Thank you!

Thank you for purchasing this download! I hope that this product helps you and your students have a little fun while studying Tim O'Brien's *The Things They Carried*.

If you liked this product, please remember to leave a kind rating at my Teachers Pay Teachers store!

**Terms of Use**

Please note that this product is intellectual property of Katherine Jeff. If you purchased a single-user license, this download is intended solely for use in the purchaser's classroom. If you purchased a multi-user license, you may distribute these materials within one district. Feel free to show samples or pictures of this product in any online blog, however, please credit me by linking to my Teachers Pay Teachers store. Enjoy!

**Credits**

The inspiration for this lesson, as well as several hand-outs were drawn from the National Endowment for the Arts lesson on *The Things They Carried*. The NEA lesson plan can be found at the following site: [http://www.neabigread.org/books/thethingstheycarried/readers02.php](http://www.neabigread.org/books/thethingstheycarried/readers02.php)