

**Project Bright IDEA 2: Interest Development Early Abilities**

**A Jacob Javits Gifted Education Program  
Funded by the US Department of Education  
2004-2009**



**Concept: Power**

**Topic: Vietnam War antiwar protests**

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**Grade Level: 8**

**The North Carolina Department of Public Instruction  
Exceptional Children Division  
Academically or Intellectually Gifted Program**

**The American Association For Gifted Children at Duke University**



## Big Ideas Manifested

**Topic –Civil Disobedience/Vietnam War**  
**Text – The Fight for Peace**  
**Author – Ted Gottfried**  
**Publisher/Date Twenty-First Century Books/2006**

Concepts	Themes
<b>Power</b> <b>Order vs Chaos</b>	<b>Peace</b> <b>Freedom</b> <b>Protest</b> <b>Rights</b>
Issues or Debates	Problems or Challenges
Separation of church and state Communism vs democracy Need for US to invade Vietnam Exercising Constitutional Rights	How do people show their opposition effectively? Just because you have the power, do you have to use the power? What constitutes an activist? How does one decide to sacrifice the few for the good of many?
Processes	Theories
Conflict resolution Decision making Inquiry of democratic system Steps to declare war	Order leads to chaos and chaos leads to order. Order may have repeated patterns Power may be used or abused Power can be lost or gained.
Paradoxes	Assumptions or Perspectives
Fight for peace War at home to create peace abroad	Americans will support US declaration of war Television broadcasts are true Good will triumph over evil

**Concept: Power**

**Topic: Civil Disobedience:**  
Vietnam War-antiwar protests

**Suggested Text Selection(s): The Fight for Peace by Ted Gottfried**

**Look, Listen and Identify:**

**Intelligent Behaviors**

**Story Focus: Thinking flexibly, Questioning and posing problems, Thinking and Communicating with Clarity and Precision, Taking Responsible risks, Creating , Imagining, Innovating, and Thinking Interdependently, Reading for understanding**

**Student Activities: Thinking flexibly, metacognition, questioning and posing problems, thinking and communicating with clarity and precision, taking responsible risks, creating, imagining, innovating, and thinking interdependently**

**NC Standards: Goal 7, Goal 8, and Goal 9**

**Local Pacing Guide Timeline: Day 139-154**

**Thinking Skills Focus: Compare/Contrast, Problem Solving, Classify, Decision Making, Cause-Effect**

**Topic Focus: Civil Disobedience-Vietnam War-antiwar protests**

**Concept Focus: Power**

**Overarching Generalizations:**

Power has the ability to influence

Power may be used or abused

Power is always present in some form

Power may take multiple forms (political, technological, people masses)

**More Complex Generalizations (Two or more concepts):**

Power may shift over time

The quest for power may influence good and evil.

**Directions for Teachers:**

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

**Suggested Topics for Discussion:**

Democracy, communism, Bill of Rights, Vietnam War, Civil Rights Movement, majority, minority, pacifism, protests, role of media, active opposition, duty to country, assassinations, conscription

**Suggested Vocabulary Words for Discussion:**

Descent, treason, peace, freedom, reform, protest, right, opponents, draft, conscription, lobby, organizations, pacifists, tension, MOBE, civil rights, diverse, equality, LBJ, MLK, prestige, hippie, yippie, activist, Domino Theory, Gulf of Tonkin, radical, National Security Council, Quakers, reconstituted, mobilization, capitalism, rebel, Soviet Union, China, Bill of Rights, Vietcong, National Liberation Front, aggression, Prisoner of War, Dick Gregory, Muhammad Ali, pro-war, quagmire, Pentagon, Jane Fonda, Dr. Benjamin Spock, resistance, patriotism, Robert Kennedy, sit ins, demonstrations, Richard Nixon, Hubert Humphrey, My Lai, Kent State, Columbia University, Harlem

**A Six-Step Process for Teaching Academic Vocabulary Terms:**

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

**Vocabulary Extension:**

Vocabulary Whirl, Vocabulary Wall, role play, Three Way Tie, Groupthink, vocabulary book, spider vocabulary

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

**Six Facets of Understanding**

<p><b>Facet 1 – EXPLANATION</b></p> <p>What are some examples of power in antiwar protests? How do people demonstrate their power during an antiwar protest?</p> <p>After viewing a clip from <i>Forest Gump</i>, describe the use of power shown during antiwar demonstrations.</p>
<p><b>Facet 2 - INTERPRETATION</b></p> <p>How powerful were the antiwar activists during the Vietnam War?          What are the implications of the antiwar movement during the Vietnam War regarding American citizens?          How do you measure the power of the people? Create a rubric that assesses the powerful antiwar movement.</p>
<p><b>Facet 3 - APPLICATION</b></p> <p>What are the appropriate and inappropriate times to show your opposition to a rule or decision?</p> <p>Role play a scenario to demonstrate responses to conflict.</p>
<p><b>Facet 4 - PERSPECTIVE</b></p> <p>What can we learn about the demonstration of power from democracy?          How might America’s antiwar movement look from the Vietcong perspective?</p> <p>After examining the painting <i>Guernica</i> by Picasso, write your interpretation as a Vietcong soldier.</p>
<p><b>Facet 5 – EMPATHY</b></p> <p>How would it feel to be the mother of two sons: one is serving in Vietnam and the other is actively protesting the war?</p> <p>Read and analyze the poem <i>Mother to Son</i> by Langston Hughes.          What would the mother in the poem say to the mother of the two sons mentioned above?</p>
<p><b>Facet 6 – SELF-KNOWLEDGE</b></p> <p>To what extent am I a powerful American citizen?</p> <p>Keep an ongoing journal of your reflections.</p>

**Read:  
Task Rotation Learning Activities**

**8<sup>th</sup> grade**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Construct a chart naming and describing the groups that had power during the Vietnam War. Organize them in terms of power.</p> <p>In thinking about groups that had power, what impact does this power have on the community?</p> <p>What gifted intelligent behaviors are used in leading an antiwar group?</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>Interview someone who experienced the Vietnam War in some regard. After discussion and readings about the receptions soldiers received upon their return, examine your feelings as a Vietnam Veteran of power gained and lost before, during, and after the war. Create a mural, poem or monologue to express your feelings.</p> <p>In thinking about your homecoming, what might be some possible ways to communicate your feelings to others in your family or community?</p> <p>What gifted intelligent behaviors enhance clear communication with others?</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Complete the Open Compare and Contrast Diagram examining similarities and differences of prowar groups to the antiwar groups with regard to usage of power.</p> <p>In considering patterns within similarities and differences among pro and anti war groups, how does each group use their power in order to influence others?</p> <p>What gifted intelligent behaviors do people with power exhibit?</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>From the viewpoint of a television, write a monologue describing your power during the Vietnam War era.</p> <p>How did the power of technology play a role in the antiwar movement?</p> <p>What gifted intelligent behaviors do journalists use in reporting news?</p> <p style="text-align: center;"><b>V * L * S * M * B * P * I * N</b></p>



**Real World Connections With Products:**

Chart, monologue, mural, compare/contrast diagram, poem

**Real World Applications:**

Artist, musicians, historian, psychiatrist, social worker, management, business development

**Real World Terms:**

create, evaluate, debate, observe, power, illustrate, express

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

**Concept Focus: Power****Overarching Generalizations:**

Power has the ability to influence

Power may be used or abused

Power is always present in some form

Power may take multiple forms (political, technological, people masses)

**More Complex Generalizations (Two or more concepts):**

Power may shift over time

The quest for power may influence good and evil.

**Essential Question:**

**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

As a community leader, what intelligent behaviors would you use to justify advocating a shift in power as a result of an anti-war protest?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

Chart paper

Markers

Notebook paper

Writing utensils

## **MetaCognitive Discussion (Essential Questions):**

### **(Whole Group)**

#### **Conceptual Perspectives:**

In thinking about groups that had power, what impact does this power have on the community?

In thinking about your homecoming, what might be some possible ways to communicate your feelings to others in your family or community?

In considering patterns within similarities and differences among pro and anti war groups, how does each group use their power in order to influence others?

How did the power of technology play a role in the antiwar movement?

How can power be positive and negative?

Is obtaining power the most important goal?

What factors contribute to the rise and fall of power?

Are we in charge/control of our own power?

#### **Intelligent Behaviors:**

What gifted intelligent behaviors are used in leading an antiwar group?

What gifted intelligent behaviors enhance clear communication with others?

What gifted intelligent behaviors do people with power exhibit?

What gifted intelligent behaviors do journalists use in reporting news?

#### **Literary Perspectives:**

Why do you think Ted Gottfried wrote this book?

How would this book look different as an historical fiction novel?

Why was our focus section entitled “The Quagmire” and what is another title for the section?

How could you use thinking maps to organize information in the text? Could you use more than one type of thinking map? What types of information could you show on the maps? Would they look the same?

#### **Student/Teacher Reflections**

**Concept: Power**

**Topic: Antiwar protests-Vietnam War**

**Generalization(s):** Power has the ability to influence

Power may be used or abused

Power is always present in some form

Power may take multiple forms (political, technological, people masses)

**Essential Question(s):** Given the information you know about the Vietnam War, how is power shown? How does power affect conflict? How does one person's power affect another person's power?

### Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1	Identify 3 or more antiwar protests to the Vietnam War.	Group the instances of antiwar protests according to positive or negative outcomes.	Create a scrapbook from the point of view of a war protester.	Select an important issue from the Vietnam era. Make a poster teaching people about the issue.
2	Create a map complete with dates of the Vietnam antiwar protests.	Support and refute the use of power demonstrated in the federal government in the Gulf of Tonkin Resolution.	Explain what President Wilson meant when he said WWI was the "war to end all wars." Speculate why we still engage in war and write and deliver a speech with your conclusions.	Select a poem, song, illustration that reflects your feelings about the Vietnam War protests. Defend your choice in a personal journal.
3	Collect data regarding antiwar protests on college campuses. Make a graph representing this information. Report findings to the class.	Compare and Contrast the use of technological power and power of American citizens.	Create a pictorial powerpoint with images during the Vietnam War era. Include an appropriate musical score.	As a member of the government task force on protests, what guidelines would you create for a peaceful protest, based on the outcomes of the Kent State gatherings?

### **Real World Connections With Products:**

Map, scrapbook, poster, poem, song, illustration, video, powerpoint, musical score, Venn diagram, graph

### **Real World Applications:**

Cartographer, artist, musician, informational technology, historian, mathematician, statistician, teacher, community leader, politician

### **Real World Terms:**

Identify, group, create, select, support, refute, explain, collect, compare, contrast

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

### **Concept Focus: Power**

#### **Overarching Generalizations:**

Power has the ability to influence

Power may be used or abused

Power is always present in some form

Power may take multiple forms (political, technological, people masses)

#### **More Complex Generalizations (Two or more concepts):**

Power may shift over time

The quest for power may influence good and evil.

#### **Essential Question:**

**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

What would a Vietnam Veteran tell war protesters? Which intelligent behaviors would he expect of the protesters?

#### **Materials Needed for Task Rotation and/or Task Rotation Menu**

- Construction paper
- Computer
- Markers
- Chart paper
- Video camera

## **MetaCognitive Discussion (Essential Questions):**

### **(Whole Group)**

#### **Conceptual Perspectives:**

As you compare the types of power within the Vietnam War era, what similarities and differences do you observe?

In thinking about power in this era, what might cause these groups to interact, thus creating order or chaos?

How can power be positive and negative?

Is obtaining power the most important goal?

What factors contribute to the rise and fall of power?

Are we in charge/control of our own power?

#### **Intelligent Behaviors:**

Which gifted intelligent behaviors are critical in summarizing, communicating, creating, organizing ideas, and making predictions?

#### **Literary Perspective:**

What is the meaning of power?

What are examples of power in the Vietnam antiwar movement? How do these groups interact?

What changes of power occurred during the antiwar movement during the Vietnam War?

How did order influence chaos and chaos influence order during the Vietnam War period?

#### **Student/Teacher Reflections:**

**Student Reflections and Assessments**  
**Task Rotation Learning Experience**  
**8<sup>th</sup> grade**

**All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.**

<p style="text-align: center;"><b>Mastery Learner (A)</b> Sensing- Thinking</p> <p>Create a timeline showing the sequence of events of the antiwar movement during the Vietnam War era. Choose an event that has made the most powerful impact on American lives today. Justify your choice.</p> <p>In thinking about powerful groups, what criteria do you use to evaluate success?</p> <p>What gifted intelligent behaviors do you need in order to lead a powerful group?</p> <p style="text-align: center;">V _ * _ L * _ S _ * _ M _ B _ P _ * _ I _ * _ N _ _</p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> Sensing-Thinking</p> <p>History repeats itself...or does it? Using what you have learned from the events of the antiwar movement of the Vietnam War, choose an issue of today in our school that you would protest. With a partner, create a course of action to wage a protest campaign. Write a letter to the newspaper explaining your campaign and how your plan was devised (similarities and differences) from the events of the antiwar movement in Vietnam.</p> <p>In thinking about organizing a protest, what are some ways to not let your emotions interfere with the goal?</p> <p>What gifted intelligent behaviors enhance an effective campaign?</p> <p style="text-align: center;">V _ * _ L _ * _ S _ * _ M _ B _ * _ P _ * _ I _ * _ N * _ _</p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> Intuitive-Thinking</p> <p>Decide whether you are for or against the war in Vietnam. Create a product supporting or opposing the US involvement in the war. (speech, role play, political cartoon)</p> <p>As you work through your stance and reasoning, have you become stronger in your opinion or do you have second thoughts about your initial position?</p> <p>What gifted intelligent behaviors do you have in order to take a stand on an issue?</p> <p style="text-align: center;">V _ * _ L * _ S _ * _ M _ B _ * _ P _ * _ I _ * _ N _ _</p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> Intuitive-Feeling</p> <p>Examine the photographs on page 97 and 100. Choose one to analyze and create a product reflecting the antiwar movement from the perspective of someone in the photo. (song, poem, monologue, journal)</p> <p>In viewing these photographs, what can you infer about the people and the situation?</p> <p>What gifted intelligent behaviors did you not use while completing this task?</p> <p style="text-align: center;">V _ * _ L _ * _ S _ * _ M * _ B _ * _ P _ * _ I _ * _ N * _ _</p>

**Real World Connections With Products:**

Political campaign, editorial, timeline, speech, role-play, political cartoon, monologue, poem, song

**Real World Applications:**

Politician, journalist, activist, actor, writer, musician, editor, poet

**Real World Terms:**

Create, justify, examine, view, infer, write, formulate, analyze, judge

**Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.**

**Concept Focus: Power**

**Overarching Generalizations:**

Power has the ability to influence  
Power may be used or abused  
Power is always present in some form  
Power may take multiple forms (political, technological, people masses)

**More Complex Generalizations (Two or more concepts):**

Power may shift over time  
The quest for power may influence good and evil.

**Essential Question:**

**(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)**

Based on information you know about the Vietnam War, what would you ask a visiting sociologist about how power affects people?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

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## **MetaCognitive Discussion (Essential Questions):**

### **(Whole Group):**

#### **Conceptual Perspectives:**

In thinking about t powerful groups, what criteria do you use to evaluate success?

In thinking about organizing a protest, what are some ways to not let your emotions interfere with the goal?

As you work through your stance and reasonings, have you become stronger in your opinion or do you have second thoughts about your initial position?

In viewing these photographs, what can you infer about the people and the situation?

How can power be positive and negative?

Is obtaining power the most important goal?

What factors contribute to the rise and fall of power?

Are we in charge/control of our own power?

#### **Intelligent Behaviors:**

What gifted intelligent behaviors do you need in order to lead a powerful group?

What gifted intelligent behaviors enhance an effective campaign?

What gifted intelligent behaviors do you have in order to take a stand on an issue?

What gifted intelligent behaviors did you not use while completing this task?

#### **Literary Perspective:**

What is the meaning of power?

What are examples of power in the Vietnam antiwar movement? How do these groups interact?

What changes of power occurred during the antiwar movement during the Vietnam War?

How did order influence chaos and chaos influence order during the Vietnam War period?

#### **Student/Teacher Reflections**



## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

### **"Additional Comments**

# **APPENDIX**

## **A**

### **Additional Instructional Concept-Based Activities**