

LESSON PLANS FOR
***FALLEN ANGELS*—WRITTEN**
BY WALTER DEAN MYERS



COMPILED BY COLLIN
BARNES

29 APRIL 2009

FALLEN ANGELS- DAY 1

Lesson Plan Outline

Your Name: Collin M. Barnes **Date:** Monday 3/15 **Subject:** American History **Grade Level:** Junior **Time Needed:** 50 Minutes

Topic/Focus:

History- Using Walter Dean Myers' book *Fallen Angels* to teach the Vietnam War.

Objectives:

- Students will be able to locate Vietnam on a world map, sites of major battles on a map of Vietnam, and discuss various terrain stereotypes of the areas of battle.

Materials:

- Several World maps (based on the class size)
- Several maps of Vietnam with city names (based on class size)
- List of major cities and battles in the Vietnam War
- Computer with internet access or current books relating to climate and landscape of Vietnam
- Blank paper
- Colored and normal pencils.

Preparations:

- Have students read pages 1-41 chapters of *Fallen Angels*.

Classroom Setting:

- Desks in rows facing forward with open areas in front of the wall maps.

State Standards:

- **17.A.5** Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).
- **17.A.4b** Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.
- **17.C.5c** Describe geographic factors that affect cooperation and conflict among societies.
- **14.E.5** Analyze relationships and tensions among members of the international community.
- **1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
- **1.B.5d** Read age-appropriate material with fluency and accuracy.
- **1.C.4f** Interpret tables, graphs and maps in conjunction with related text.

Instructional Plan

Anticipatory Set:

- Say, “Good morning/afternoon class. It is no surprise to you that the war in Vietnam was a major event in American history. However, instead of learning about it from our textbook alone, we are going to be reading the novel *Fallen Angels* by Walter Dean Myers.
- This book is considered a controversial novel and has some choice language and scenes; but I believe that, as mature young adults, you will be able to get through it in a mature manner. However, if you have problems, you should come and talk to me after class.

Sequence of Learning Events:

1. Introduce the book
2. Have students use their world maps (either in their textbook or the wall map) to locate Vietnam.
3. Talk about how the location of the country affects politics, culture, etc....
4. Have students use a map of Vietnam to locate major cities/locations of battles that are important and mentioned in the book.
 - A. They will need to do research for this section on the computers or textbooks
5. Have students draw a map of Vietnam with major cities and battles
6. Have students color their maps based on the terrain/landscape of the area.

Typical Discussion Questions:

- Why would the terrain be important?
- Why did they fight over these towns specifically?
- Why was America fighting in Vietnam?

Closure:

- Would anyone like to show the class their maps?
- Please keep these nearby as you continue reading *Fallen Angels* so you can make connections between the book and the actual locations of the events.

Assignment:

- Continue reading *Fallen Angels*: Pages 42-82.

Modification:

- Struggling students may need help locating cities/battle locations
- Point out a few terrain differences until they can do it on their own.

Post-Instructional Reflection

Evaluation of Student Learning:

Students will prove that they understand the maps by making them and turning them in at the end of the unit.

Evaluation of Student Teaching:

My teaching will be evaluated based on how quickly the students grasp the idea and whether or not they struggle with it.

FALLEN ANGELS- DAY 2

Lesson Plan Outline

Your Name: Collin M. Barnes **Date:** Tuesday 3/16 **Subject:** American History **Grade Level:** Junior **Time Needed:** 50 Minutes

Topic/Focus:

History- Using Walter Dean Myers' book *Fallen Angels* to teach the Vietnam War.

Objectives: The Students will be able to:

- Write as if they were in Vietnam (put themselves in a soldier's shoes)
- Understand basic ideas about daily life in Vietnam

Materials:

- *Fallen Angels*
- Paper
- Pencil

Preparations:

- Have questions ready to promote discussion if nobody participates
- List of partners who read to each other
- Have students read *Fallen Angels* pages 42-82.

Classroom Setting:

- Rows facing the front
- Can turn desks toward each other when discussing their journals.

State Standards:

- **14.E.5** Analyze relationships and tensions among members of the international community.
- **1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
- **1.B.5d** Read age-appropriate material with fluency and accuracy.
- **3.A.5** Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.
- **3.C.5a** Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings

Instructional Plan

Anticipatory Set:

- “Good morning/afternoon class. Did anybody have any questions about the reading for today?”
- “If you remember, Perry’s friend Jenkins stepped on a mine in the reading for Monday, and for today’s reading Perry had to get a body bag and other things for Jenkins. If you were in Perry’s shoes, how would you feel about this?”

Sequence of Learning Events:

1. Write the prompt on the board
 - 1a. Pretend you are Perry and you just recently got to Vietnam. You go out on a patrol and your friend Jenkins steps on a mine. Write a journal explaining your feelings, thoughts, fears, etc.... It should be several paragraphs.
2. Give students time to write their journals
3. Ask students to read journals to a partner (I pick their partner)
4. Allow time to discuss their journals
5. Ask if anybody wants to read to the class
6. Discuss why they have those fears, feelings, etc...

Typical Discussion Questions:

- How is it different today?
- How would you deal with it?
- Do you think Perry dealt with it in a good way? Why/why not?
- How would you deal with seeing a friend die?
- What else might have influenced Perry’s decisions in this book?

Closure:

- “Would anybody like to read their journals to the class?”
- This was obviously a very difficult time for many Americans. Please keep this journal in mind as you continue reading for tomorrow.

Assignment:

- Read pages 83-128.
- Study for quiz on pages 1-128.

Modification:

- Struggling students may need some prompting from the teacher about different feelings that might be going through Perry’s head.
- If they are really struggling, have them jot down ideas instead of writing a full-fledged journal.

Post-Instructional Reflection

Evaluation of Student Learning:

- Walk around and see if students grasped the major concepts
- Walk around to make sure students read the book.
- Listen to presentations to the class.

Evaluation of Student Teaching:

My teaching will be evaluated on whether or not students really grasped how life would have been for a soldier in Vietnam. If they don't have any idea, they (a) did not read the book and I need to find some way to encourage it, or (b) I need to explain things in more detail before assigning certain tasks.



FALLEN ANGELS- DAY 3

Lesson Plan Outline

Your Name: Collin M. Barnes **Date:** Wednesday 3/17 **Subject:** American History **Grade Level:** Junior **Time Needed:** 50 Minutes

Topic/Focus:

History- Using Walter Dean Myers' book *Fallen Angels* to teach the Vietnam War.

Objectives: The Students will be able to:

- List major events in the Vietnam War and explain their significance
- Explain different obstacles that the United States faced
 - Communication
 - Disease
 - Guerilla Warfare

Materials:

- Pencil
- Paper

Preparations:

- Prepare a quiz
- Prepare a powerpoint/lecture
- Have students ready *Fallen Angels* pages 83-128

Classroom Setting:

- Seats in rows facing the front

State Standards:

- **14.B.4** Compare the political systems of the United States to other nations.
- **14.B.5** Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).
- **14.E.5** Analyze relationships and tensions among members of the international community.
- **15.C.4a** Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions.
- **1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
- **1.B.5d** Read age-appropriate material with fluency and accuracy.
- **1.C.5a** Use questions and predictions to guide reading across complex materials.

- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings

Instructional Plan

Anticipatory Set:

- “Good morning/afternoon class. Did anybody have any questions about the readings for today?”
- “Here is a short quiz I prepared for you. If you read the book, it should be no problem. If you didn’t read it, I would recommend starting now/yesterday.”

Sequence of Learning Events:

1. Give the Quiz on pages 1-128
2. Lecture
 - 2a. Major events of Vietnam
 - 2b. Communication issues- Talk about friendly-fire in *Fallen Angels* pg. 103
3. Ask questions throughout
 - 3a. Are problems like this fixed today?
 - 3b. Why was this important?
 - 3c. Could this have been avoided?

Typical Discussion Questions:

- How did guerilla warfare work?
- Why were communications so difficult?
- Did Americans shoot their own soldiers accidentally a lot, or was it really rare?

Closure:

- “Were there any questions on anything I just talked about?”
- “Make sure you continue reading the book. There will be another quiz later”

Assignment:

- Read pages 129-188.

Modification:

- If I have a struggling student, I may make a copy of my lecture for them to look at while I am talking.
 - They may write more notes on it, but the key ideas will already be there.

Post-Instructional Reflection

Evaluation of Student Learning:

- Content from the lecture will be on a test at the end of the unit.
- Look to see if they are comprehending the lecture
 - Ask if they have any questions often

Evaluation of Student Teaching:

- Look to see if they are getting the main themes

- See how well they score on the test
- Look for general interest or boredom



FALLEN ANGELS- DAY 4

Lesson Plan Outline

Your Name: Collin M. Barnes **Date:** Thursday 3/18 **Subject:** American History **Grade Level:** Junior **Time Needed:** 50 Minutes

Topic/Focus:

History- Using Walter Dean Myers' book *Fallen Angels* to teach the Vietnam War.

Objectives: The Students will be able to:

- Locate and identify parts of a typical Army camp in Vietnam
- State the importance of defensive structures and how they worked in the Vietnam War

Materials:

- Plywood
- Papier-mâché
- Cardboard
- Various building materials (Paper, pencils, glue, etc...)

Preparations:

- Make the papier-mâché
- Bring newspapers
- Set out glue, cardboard, plywood, and other building materials
- Have a washing center ready
- Have students read *Fallen Angels* pages 129-188

Classroom Setting:

Desks and chairs will all be pushed to the sides of the classroom to make room for them to work on their project

State Standards:

- **14.E.5** Analyze relationships and tensions among members of the international community.
- **1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
- **1.B.5d** Read age-appropriate material with fluency and accuracy.
- **3.A.5** Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.
- **3.C.5a** Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.
- **5.A.5a** Develop a research plan using multiple forms of data.

Instructional Plan

Anticipatory Set:

- “Good morning/afternoon class. Does anybody have any questions about the reading for today?”
- “We are going to do a little hands-on project that is going to test your maturity. If you start goofing around with the materials, you are going to be given a *long* detention with yours truly where I will make you clean *everything*... twice.”
- “Your assignment is going to be to create a 3-D model of a typical Army camp in the Vietnam War based on your book and various internet/book sources. You may use the materials provided, but you do not have to, just so long as it follows the rubric.”
- “This project will be due on Monday, and *each person* must write a 2-3 page paper that labels and explains the various parts of your structure, how they were described in the book, and their importance/function in the war.”

Sequence of Learning Events:

1. Allow students to break into groups of 3-4 people.
2. Pass out plywood
3. Allow students to brainstorm ideas for their project
 - 3a. They will be creating a 3-D model of a typical Army camp in the Vietnam War based on the book and other research.
 - 3b. Major buildings and defensive structures will need to be present
4. Give time to work on the project while walking around to make sure everything is going smoothly and to answer any questions they might have.
5. Remind them that this is the only day they will have to work on this in class throughout the period.

Typical Discussion Questions:

- Where can I find information?
- How should I build this?
- Can we use other materials, or just the ones provided?

Closure:

- “Remember, this is the *only* day you have to work on this in class. You will need to spend time outside of class to finish it. Remember to write the papers that go along with it as well, since that is half of your grade for this project.”
- “Are there any questions?”
- “Remember to read for tomorrow.”

Assignment:

- Read pages 189-231
- Work on Major Project/Paper

Modification:

- If a student was struggling, I would place them in a group that was a little more advanced and mature enough to help him/her achieve.
- Their paper would only have to be 1-2 pages long.

Post-Instructional Reflection

Evaluation of Student Learning:

- Evaluate the students' final project to see if they did their research
- Read their papers to see if they read the book or not.

Evaluation of Student Teaching:

- See how accurate their papers are
- Look for details in the project that reflect the lecture, book, class time, etc...



FALLEN ANGELS- DAY 5

Lesson Plan Outline

Your Name: Collin M. Barnes **Date:** Friday 3/19 **Subject:** American History **Grade Level:** Junior **Time Needed:** 50 Minutes

Topic/Focus:

History- Using Walter Dean Myers' book *Fallen Angels* to teach the Vietnam War.

Objectives: The Students will be able to:

- Debate their side with accurate facts
- Identify and defend key reasons why America should/should not have been involved in the war in Vietnam.

Materials:

- Pencil
- Paper
- Podium with a gavel (optional)
- Computers with internet for research

Preparations:

- Find two faculty/staff members willing to participate
- Arrange the classroom accordingly
- Have questions ready to ask the students to prompt quick-thinking and knowledge of the subject.
- Have students read *Fallen Angels* pages 189-231

Classroom Setting:

- Chairs will be turned so they are facing the middle of the classroom/toward each other.
- Podium with a gavel will be in the front-middle of the classroom.

State Standards:

- **14.B.4** Compare the political systems of the United States to other nations.
- **14.B.5** Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).
- **14.E.5** Analyze relationships and tensions among members of the international community.
- **18.B.5** Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.
- **1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.

- **1.B.5d** Read age-appropriate material with fluency and accuracy.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings
- **5.C.4c** Prepare for and participate in formal debates.

Instructional Plan

Anticipatory Set:

- “Good morning/afternoon class. Does anybody have any questions about the reading for today?”
- “Sit where you would normally sit please”
- “Today we will be having a little debate. Students on the left side of the classroom will be arguing that America should *not* have been involved in the Vietnam War, and students on the right will be arguing that America *should* have been involved.”
- “You will be given ten to fifteen minutes to gather your thoughts and do some quick research”
- “Our two lovely judges will listen to your debate very carefully and will make an unbiased decision at the end stating which side had the better argument.”

Sequence of Learning Events:

1. The class will be divided into two groups down the middle
2. They will be informed that one side will be debating that the United States *should* have been involved in Vietnam, and the other side will argue that they *should not* have been there.
4. Students will be introduced to the two faculty/staff members that will act as judges
3. They will be given ten to fifteen minutes to formulate their thoughts and do quick research.
4. One group will start with an argument.
5. The other group will give a counterargument and one of their arguments
6. Step five will be repeated.
7. The judges will decide who had the better argument.

Typical Discussion Questions:

- Where can I find information?
- What if I don't believe what I am arguing for?

Closure:

- And the winners were _____!
- Good work today, and I hope you learned a little more about the reasons for America being involved in the Vietnam War.
- Remember to work on your homework. The projects are due on Monday!

Assignment:

- Read pages 231-271
- Work on Major Project/Paper
- Study for Quiz

Modification:

- Struggling students can have a little longer to develop their thoughts than the rest of the students.
- They can speak with another student instead of defending it by themselves.

Post-Instructional Reflection

Evaluation of Student Learning:

- Show clear understanding of the war and America's reasons for being there
- Have clear, well-organized arguments and counterarguments.

Evaluation of Student Teaching:

- Information from the lecture is present in the debate
- Students make educated comments toward each other.



FALLEN ANGELS- DAY 6

Lesson Plan Outline

Your Name: Collin M. Barnes **Date:** Monday 3/22 **Subject:** American History **Grade Level:** Junior **Time Needed:** 50 Minutes

Topic/Focus:

History- Using Walter Dean Myers' book *Fallen Angels* to teach the Vietnam War.

Objectives: The Students will be able to:

- Defend their reasoning for putting certain things on their boards
- Ask valid questions pertaining to the set up of another group's base

Materials:

- Paper
- Pencils

Preparations:

- Have questions ready to ask students about their boards.
- Have students read *Fallen Angels* pages 231-271.

Classroom Setting:

- Desks will be positioned so that they can hold the project boards
- Ample room must be left to allow students to walk around

State Standards:

- **14.E.5** Analyze relationships and tensions among members of the international community.
- **1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
- **1.B.5d** Read age-appropriate material with fluency and accuracy.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings.
- **4.B.4a** Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.

Instructional Plan

Anticipatory Set:

- Good morning/afternoon class. Does anybody have any questions about the reading for today?
- We are going to be presenting our boards to the class today
- Please grab a piece of paper and a pencil and write three questions that you can ask the various groups about their boards

- One person will be answering questions about their board while the other 2-3 students go to the other boards and ask their questions.
- Once they are finished, one person will return and switch with the person at their board until *everyone* gets a chance to talk and explain their project.

Sequence of Learning Events:

1. Have students take short quiz on the readings
2. Have students write three questions to ask other groups
3. Have students set up their boards in the designated area
4. One student will stand by the board answering questions
5. The other students will go around looking at the other boards asking their questions
6. They will switch so that everybody gets a chance standing at their board answering the questions.
7. They will turn in their papers with their answers and major papers at the end of class.

Typical Discussion Questions:

- What is that part of the board supposed to be?
- Why were these particular buildings important?
- How would this base have been defended?

Closure:

- Make sure you read the final chapters of the book for tomorrow
- Good work on your projects and papers/questions

Assignment:

- Read pages 271-309
- Study for Test on Wednesday

Modification:

- Help struggling students develop valid questions to ask other groups
- Allow another student to stand by them when it is their turn at the board.

Post-Instructional Reflection

Evaluation of Student Learning:

- I will walk around and ask the students my questions to see if they did the proper research and answered the questions correctly.
- Their project boards should be accurate.

Evaluation of Student Teaching:

- See if students are actively participating and asking good questions
- Make sure students know the correct responses to the questions.

FALLEN ANGELS- DAY 8

Lesson Plan Outline

Your Name: Collin M. Barnes **Date:** Wednesday 3/24 **Subject:** American History **Grade Level:** Junior **Time Needed:** 50 Minutes

Topic/Focus:

History- Using Walter Dean Myers' book *Fallen Angels* to teach the Vietnam War.

Objectives: The Students will be able to:

- Discuss major themes of the book as a whole
- Describe the end of the Vietnam War
- Describe America's role in the end of the Vietnam War
 - Victory or defeat?

Materials:

- Paper
- Pencils
- Handouts

Preparations:

- Create a handout with several divergent questions pertaining to the book
 - Things about Perry
 - Things about the war in Vietnam
- Prepare a short lecture and powerpoint
- Have students read *Fallen Angels* pages 271-309.

Classroom Setting:

- Chairs and desks in rows facing the front

State Standards:

- **14.B.5** Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).
- **14.E.5** Analyze relationships and tensions among members of the international community.
- **15.C.4a** Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions.
- **1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
- **1.B.5d** Read age-appropriate material with fluency and accuracy.
- **1.C.5a** Use questions and predictions to guide reading across complex materials.
- **4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings

Instructional Plan

Anticipatory Set:

- Good morning/afternoon class. Did anybody have any questions about the reading?
- We are going to have half of the class as a lecture, and the other half will be a discussion of the book

Sequence of Learning Events:

1. Students will get out a piece of paper and a pencil
2. Students will take notes on the lecture about the end of the Vietnam War and America's impact overall
3. A handout will be passed around with divergent questions about *Fallen Angels*.
4. As a whole, the class will answer the questions
5. They will keep the questions as a portion of a study guide for the Unit Test.

Typical Discussion Questions:

- What was America's overall impact on the war?
- How did the war end?
- Who won the Vietnam War?
- Social issues in America during the time- riots, etc...

Closure:

- I hope you enjoyed this book as much as I did
- Remember to study for the Test tomorrow!

Assignment:

- Study for the Test on Wednesday.

Modification:

- Struggling students can have an outline of the lecture with the major points already written down.
- Some questions can already be partially answered on the handout (fill in the blanks, multiple choice, etc...)

Post-Instructional Reflection

Evaluation of Student Learning:

- Amount of participation and responses will show whether or not they grasped the major themes of the book
- Answers on the handout that will be turned in after the test will show their participation and overall understanding.

Evaluation of Student Teaching:

- Correct answers during the lecture will reflect my teaching
 - If they are mostly incorrect, I will need to change.
- Answers to the divergent questions will show whether or not they understood what I taught before and during the lecture.

FALLEN ANGELS- DAY 10

Lesson Plan Outline

Your Name: Collin M. Barnes **Date:** Friday 3/26 **Subject:** American History **Grade Level:** Junior **Time Needed:** 50 Minutes

Topic/Focus:

History- Using Walter Dean Myers' book *Fallen Angels* to teach the Vietnam War.

Objectives: The Students will be able to:

- Show what they have learned about the Vietnam War through the book and class discussions by taking a test.

Materials:

- Pencil
- Test
- Thinking cap

Preparations:

- The test must be written

Classroom Setting:

- Chairs and desks in a row facing the front.

State Standards:

- **14.B.4** Compare the political systems of the United States to other nations.
- **14.B.5** Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).
- **14.E.5** Analyze relationships and tensions among members of the international community.
- **1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.

Instructional Plan

Anticipatory Set:

- Good morning/afternoon class. Are there any questions you would like to ask before we begin the test?
- Please remove everything from your desk except for a pencil
- If you finish early, you may quietly read a book until the class is over.

Sequence of Learning Events:

1. Students will clear their desks of everything except for a pencil
2. The test will be distributed
3. Students will silently take the test and turn it in when they are finished

4. If they finish early, the students will take out a book and read silently for the remainder of the class period.

Typical Discussion Questions:

- What if we can't think of an answer?
- Is there an essay or short answer section?

Closure:

- I hope you enjoyed learning about the Vietnam War
- This war had a drastic effect on American culture as we know it today, and it still remains a touchy subject for many people.
- Be ready to start a new unit tomorrow!

Assignment:

- None

Modification:

- Struggling students may take the exam elsewhere where they are more comfortable
- They may choose to skip one or two questions in each section without penalty.

Post-Instructional Reflection

Evaluation of Student Learning:

- The test will show their grasp overall of the subject.

Evaluation of Student Teaching:

- The students' scores will show if I succeeded or not in teaching the Vietnam War effectively.

