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Sweetheart of the Song Tra Bong

Lesson Plan

1. The class will begin with a reading quiz reviewing the chapter titled “Song Tra Bong”.

2. Extra visual aid - maps of Vietnam, showing setting

<http://www.history.army.mil/books/Vietnam/MedSpt/map2.gif>

<http://www.history.army.mil/books/Vietnam/northern/map1.gif>

3. Then, the teacher will select students to read key passages aloud (popcorn style) for the class.

- page 94/188(bottom) to 95/189(top) - signifies the theme of loss of innocence

“Mark Fossie would nod at this, even smile and agree, but it made him uncomfortable. He couldn’t pin it down. Her body seemed foreign somehow-too stiff in places, too firm where the softness used to be. The bubbiness was gone. The nervous giggling, too.”

- analysis: She seemed more childlike and carefree before her involvement in the war.

The experienced has hardened her into a soldier, thus furthering her from Fossie.

- page 85/169(first sentence) - signifies the theme of storytelling and exaggeration

“Rat had a reputation to rev up the facts, and for the most of us it was normal procedure to discount sixty to seventy percent of anything he had to say.”

- analysis: Other than signifying that the stories of the soldiers in Vietnam were exaggerated and blown up. However, the passage also signifies how foreign and confusing Vietnam was to the soldiers. To escape, they simply made stories.

- page 109/217(4th sentence) - metaphor-compares Vietnam to a powerful drug

“Vietnam had the effect of a powerful drug:”

- page 88/174(2nd paragraph) - characterization - the greenies outpost is vulnerable

“While the outpost was isolated and vulnerable, Rat said, he always felt a curious sense of safety there.”

- page 87/173(2nd paragraph) - imagery- describes the medical compound

“As Rat described it, the compound was situated at the top of a flat-crested hill along the northern outskirts of Tra Bong. At one end was a small dirt helipad; at the other end, in a rough semicircle, the mess hall and medical hooches overlooked a river called the Song Tra Bong.”

4. Activity: Afterwards, the teachers will distribute the worksheets to the class. Students will count off up and down the rows and break into four groups that will complete part one of the worksheet.

5. Students will write answers on the smartboard and a class discussion will ensue. This covers our visual aid.

-WS on how characters in past stories represent a loss of innocence and how.

-Fahrenheit 451(Guy Montag), Scarlet Letter(Hester Prynne), The Book Thief(Liesel Meminger), Great Expectations(Pip) -and how they lost their innocence

-Have everyone complete and then do questions on smartboard- 4 groups

6. Extra Question at the bottom of WS - By yourself, come up with a character in the previous short stories (including Great Gatsby) who shows a loss of innocence throughout the story and how.

7. Assessment - 2 multiple choice and one short answer test

NAME: _____

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Repetitive Theme Chart

Which Characters From Previous Stories Represent the Loss of Innocence Theme?

Part 1: Directions - Taking the previous stories below, find and identify each character that portrays a loss of innocence during the course of their novel. Then explain how this occurred. Count off into four groups. You will complete part one, and then each group will answer one question on the smartboard. After the group analysis, we will discuss answers. An example has been done for you.

Story	Character	Explanation
(Example) Huck Finn	Huck	During the story, Huck must learn to leave childish notions behind, and adopt his own method of expressing his opinions.
Fahrenheit 451		
The Scarlet Letter		
The Book Thief		
Great Expectations		

Part Two: Directions - By yourself, come up with a character in the previous short stories (including Great Gatsby) who shows a loss of innocence throughout the story and how.

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Chapter Assessment

1. How did Mary Anne adapt to her life in the compound? Choose all that apply.

- a. Asked questions about the weapons and equipment used.**
- b. Visited the village Song Tra Bong.**
- c. Stopped wearing jewelry and cut her hair.**
- d. Avoided the special forces.**

2. Who did Mary Anne accompany on the raids?

- a. Mark Fossie**
- b. Greenies**
- c. Rat Kiley**
- d. Alpha Company**

3. Based on your knowledge of Mary Anne, what inferences can you make about her disappearance and why she may have chosen this path of action.
