



**Memoirs of Childhood:
How Children Experience War**

By Luke Rizzoli, 2019 CTI Fellow
West Charlotte High School - L.I.F.T Academy

This curriculum unit is recommended for High School English 1 and 2, World History 2

Keywords: Perspective, Analysis, Children and Conflict, World War One, World War Two, Vietnam War

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: “Memoirs of Childhood – How Children Experience War” reviews World War One, World War Two, and the Vietnam War from the perspective of children. The unit goes through three distinct phases with each conflict. First, it outlines details of each conflict. Then, it provides giving a macro-view of children’s experience in each war. Finally, it offers individual childhood perspectives are given from each conflict by using the stories *All’s Quiet on the Western Front*, *A Child of Hitler*, and *Matterhorn*. All three novels are written by people who experienced conflict as children or adolescents. The purpose of the unit is to answer two questions. First, how does the story of war change depending on different perspectives? Secondly, how do children and adolescents experience war and conflict during different periods of time?

I plan to teach this unit during the coming year to 50 students in English 1.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Memoirs of Childhood: How Children Experience War

By Luke Rizzoli

Introduction

War is quite foreign to most of my students unless they have a friend or relative who is serving, or has served, in the military. They find it challenging to grasp the impact that conflict can have on an individual; and even less on the other children around the world. When asked the question, “Is war right or wrong?” a majority of my students would respond “yes” without a moment’s hesitation. However, when prodded further and given context within a situation, their opinions start to teeter. Therefore, it is necessary to ask the questions: “How has the perspective and experience of those involved in conflict evolved over time? How have the emotions that these people experience stayed the same?”

Rationale

In our CTI Seminar Child in War and Conflict, we learned about a vast array of large and small-scale conflicts, and the role of children being utilized and affected within this fighting. In this unit, by using children’s perspectives and analysis, I worked to a unit where my students trace the constants and changes of war through the letters and personal experiences of those involved. By seeing conflict through the eyes of the children who were involved in them, students can put themselves in the soldier’s shoes and understand the experience that occurred to a peer. This strategy will also be effective because it helps teach students critical analytical skills, allowing them to see changes and constants of perspective in war over time. In order to analyze the constants and changes of conflict, we will be reviewing three separate wars. This allows my students to see the large amount of similar, shared experiences that the children involved in conflict had. At the end of the unit, my students should have an understanding of what it means to be involved in armed conflict, the changes and constants of conflict; and how children are affected when brought into conflict.

Demographics

I am a second year teacher in one of the largest urban school districts in America, and currently teach High School English at West Charlotte High School. Charlotte’s expansive geographical area makes it a particularly illustrative case-study for the equity in our current education system. In 2018, a study titled “Breaking the Link” was released by Charlotte Mecklenburg Schools, illustrating the demographic details of the district. Some of the statistics include the fact that white students made up 29% of all CMS students in 2016-17, but accounted for far over 50% of students in low-poverty schools.¹ That’s more than 30,000 students. Those students came out on top of virtually every measure, often by large margins. Conversely, at the opposite end of the spectrum were the roughly 36,500 African-American and Hispanic students attending high-

poverty schools. Those groups made up 62% of all students but almost 90 % of the enrollment in high-poverty schools.²

One greatly positive statistic also managed to stand out, despite these alarming numbers previously mentioned. The percentage of teachers with EVAAS rating of Exceeds Expected Growth and who were retained was relatively similar across all poverty levels.³ This fact illuminates the current situation that, while there are tremendously uneven racial discrepancies in student populations, the quality of teachers in these schools are largely equal across the entire district.

At West Charlotte, a strong lasting legacy and extremely active alumni population have helped ensure no shortage of “Lion Pride.” However, our student demographics show a very uneven racial makeup. We are practically a hyper-segregated school, with 88% of our students being African-American. The remaining student population is 7% Latin-X, and 1% Caucasian, Asian, American Indian, or mixed race. 98% of students are coming from low-income families, designating West Charlotte as a Title 1 school.

Unit Objectives

I have two objectives that my students should be able to achieve at the completion of the unit. First, how does the story of war change depending on different perspectives? Secondly, how do children experience war and conflict? In asking the first question, “How does the story of war change depending on different perspectives,” my students will be able to see how experiences can be tremendously similar but, depending on the outcome of the war and the actions taken during the conflict, wildly varying stories can be told. By analyzing the similarities and differences in experience, perspective, and purpose in fighting from different people, the students will understand the necessity of seeing and hearing all perspectives of a situation.

Additionally, by asking the second question, “How do children experience war different from adults,” my students will be able to see their peers dealing with the horrifying reality of war and the equally frightening effects that conflict has on these individuals. The way that children have experienced war throughout time has changed, depending on the circumstances of the conflict, the countries who fought, and the willingness of the children to join the fray. This knowledge and analyzation will also give my students the opportunity to relate to the experience of those who had fought in these wars and conflicts.

Each war in this unit will go through three distinct phases. First, the conflicts will be outlined and reviewed. The purpose of this is to ensure adequate background knowledge of each conflict so students can properly engage with personal testimony and experience given by those involved in conflict. This will include the time period and statistics of the conflict, cause of the conflict, soldiers experience in conflict and how the war was fought, and lastly the outcome of the conflict.

After reviewing each war in this manner, the class will transition into the second phase, focusing specifically on the experience of children within each conflict. This will occur by reviewing experiences on a macro-level, understanding how children were involved in conflict without hearing personal experiences and perspectives. This will happen to help my students

understand the objective experience, data, and numbers behind children's involvement in conflict. In each of the three conflicts that we will be reviewing, children were utilized for a specific purpose. By understanding that purpose in each conflict, the class will be able to better analyze the individual experiences and perspectives that we will review in the third phase of the unit.

The final phase of the unit will focus on the individual primary sources that outline the varying perspective and experience of children in conflict. With the background knowledge from the previously mentioned phases, the students will be able to analyze these works with a deeper level of understanding and background. In this phase, students will also analyze how perspective can change, and how the perspectives of the individual children changed before, during, and after the conflicts that they were involved in.

Content Research

World War One

When learning about war, students must first understand the context of the conflict. Students will learn the direct and indirect causes of World War One (WWI) As discussed in the seminars, the direct cause of the war was the assassination of Archduke Ferdinand of Austria on June 28, 1914 by Gavrilo Princip, a nationalist from Serbia. The indirect causes that lead to the fact that of WWI are colonialism and disputes over land in addition to the alliances which the European countries shared. At the time, citizens and children of these countries viewed this war as justified, and the only way to solve this conflict. It was seen as a glorious war, and both sides believed it was going to be quick conflict, inevitably ending in their victory.⁴

There were varying reasons for children to become involved in the conflict. Some youth joined the ranks due to the glorification of this war. Others saw this as a chance to become a hero. As is true today, some individuals felt that they were not good at anything else and or they may have simply had a desire for adventure. Nationalism, pride and military beliefs passed down from one generation to the next made clear, for many young men, that being involved in conflict was the only thing they should do. For others this was a way out of a dead-end life, they were able to eat better, and for many it would simply give them something to do.⁵

For example, in August of 1914, the British Army had only 750,000 soldiers, and the Field-Marshal Lord Kitchener declared that another 500,000 men were needed for the British to prevail in their war efforts. By the end of the month, over 300,000 men had answered the call to the delight of the military leaders. However, these men were not all that they seemed to be. Thousands of young men, under the required age of nineteen, falsified their birth dates to meet the age requirements. Military recruiters turned a blind-eye to the practice, since meeting their quotas remained the most important aspect of their work. For example, in a comic from *Punch Magazine*, published in August of 1916, a 13-year-old boy, posing as an 18-year-old stands in front of a discerning recruiter who asks, "Do you know where boys go who tell lies?" The boy is seen smartly replying, "To the Front, Sir." Time and again, there are stories of boys falsifying their personal information to fight for the glory of their country. This practice was one of the many ways where children became involved in the war.⁶

Despite the varying reasons to join the fray of conflict, the war was fought in ways never seen before. In a grisly marriage of old tactics and new technology, new ways of perpetuating conflict were never so easily achieved. This can be illustrated by the ghastly 15-19 million deaths and 20+ million injured soldiers that survived the war, making this one of the deadliest conflicts in history. The old tactics of soldiers mainly being the only persons involved in war remained true. There were defined battlefields where the fighting occurred and civilians remained largely uninvolved. Despite these old tactics, new technology greatly affected how the war was fought. This was especially illustrated in the beginnings of trench warfare, a battle of attrition where soldiers fought over meters of land in hand-to-hand combat. The use of machine guns, noxious and deadly gases, and mechanized war machines additionally lead to soldier mortality rate that has remained a historical anomaly.⁷

For those that could not go to the front lines of battle, there was still a tremendous effort to involve every individual in the war effort. One of the ways in which this happened was by the employment of children, women, refugees and volunteers becoming employed by factories to help produce materials for the military to use. In 1917, British Education Minister claimed that as many as 600,000 children, some under the age of twelve years old, had been “prematurely” put to work. This staggering number shows how willing some countries would go to ensure their own triumph.⁸

The stalemate continued until 1918 when, simply, Germany ended up running out of materials and resources to continue their fight. The country officially surrendered by signing the Treaty of Versailles. The victors never wanted another war of this magnitude to occur and needed to ensure that the reparations of starting the conflict would be strong and swift. Little did the victors know that their demands would create a new conflict, a total war that would engulf the world altogether.⁹

Personal Narrative – *All's Quiet on the Western Front*

To look into a personal perspective into WWI, Erich Remarque's infamous anti-war novel, *All's Quiet on the Western Front* provides a tremendously illustrative case-study. This fictional story illustrates and reflects on Remarque's experience in the German Kaiser's Army during the war. *All's Quiet on the Western Front* constantly elucidates the point that despite being a soldier in the first mechanized war, Paul is still simply a teenager. The duality of his position, an enlisted man facing a terrifying reality of trenches, barbed wire, mortars, and death, is frequently juxtaposed with the fact that he is still an adolescent who shares similar feelings and sentiments with the students that are in my classroom. By hearing his story, we can recognize that war is fought on an individual basis, with each person having to make choices and then face the ensuing repercussions of those choices.

The story focuses on Paul Baumer, the narrator and protagonist, who is the fictional counterpart to Remarque. He is a caring and compassionate teen with philosophical wisdom that he has received from being on the front lines of a terrifying conflict. One of the most significant

points that becomes clear from the beginning of the book is Paul's feelings on being involved in the war, contrasted to the feelings of the people who encouraged him to volunteer for this valiant effort. Our protagonist proudly volunteered to fight after exposure to rousing, patriotic speeches by his school teacher, Kantorek. Their teacher reassured Paul and his friends that they were doing the right thing by enlisting, and that this brave pursuit would reap national pride for all of them. This idealistic mindset and focus on nationalistic pride is quickly forgotten by Paul as he experiences a hellishly brutal 10 weeks of training administered by a cruel non-commissioned officer and begins his new life on the front lines of the battlefield.

Through engaging with different excerpts of the story, my classes can experience the quick change that would occur if I were to ask Paul the same question. He regales memories of his teacher explaining that war is a blessing, a chance for an individual to fight for national pride and to be a true patriot. As the story progresses, Paul quickly realizes that those who have not had to fight are perpetuating a lie, that war is a terrible burden and resembles absolutely nothing of what he was told it would be by those who explained it as anything else. Our class will have a discussion on what it means to be a patriot, to love one's country, and if fighting for your country is worth the possible repercussions. Then they can begin to ask, "Why?"

Once the idea is established of war being a tremendous burden for Paul, my class can transition into focusing on the reasons why he has this opinion and how his perspective is being shaped. By exposing my students to certain parts of the story, we can begin to understand the emotional and psychological changes that he is contending with as he experiences fighting in conflict first-hand. For example, in chapter seven, Paul and a few of his comrades are swimming in a canal near their camp as a few French girls appear on the other bank. Their teenage impressionability quickly inspires them to try their luck and, through a quick exchange of broken French and gestures, they discern that they will be able to meet with these young ladies later that night, when they can swim across the canal without being seen by the watchful eyes of the guards.

Paul does not go on to describe the physical activities that occur that night, but instead highlights his feelings in his explanation of the excursion. "But then I feel the lips of the little brunette and press myself against them, my eyes close, I want it all to fall from me, war and terror and grossness, in order to awaken young and happy...If I press ever deeper into the arms that embrace me, perhaps a miracle will happen..."¹⁰ He doesn't see this night as a simple bit of fun, he sees this night as the smallest possibility to hopefully reclaim his innocence. The war has filled him with terror, and shown him things that he wished he would never see. By being a "normal" teenager for a night, he is able to live as a young and happy kid, but he cannot shake the new memories of war that are freshly imprinted on him. After we review this change in class, my students will have an opportunity to reflect on their own lives, thinking about the times when they had to act older than their age, and how that affected them. As my students put themselves in Paul's shoes, they will be able to recognize the idea that war has tremendous effects on individuals, despite their own personal mindsets on the "right-ness" of the fighting.

In addition to the idea of Paul being older than his age, Remarque's story highlights the idea that Paul's comrades became a "lost generation," a group of people who were unable to reintegrate into society after their experiences in the war. Later in Chapter 7, Paul is granted leave and returns home. While he looks for respite, his return is turned sour by a Major who,

upon seeing Paul, demands a crisp salute and admonishes him for his, “front-line manners.” Then, once Paul makes it to his house, he is immediately confronted by the fact that he, “cannot get on with the people.” His father badgers him, haranguing his son for stories about the front-line, thirsting to hear about the gory details of battle. Paul is utterly dejected by this and physically leaves his home, weakened and broken down by the idea that he is losing his connection to everyone except those who he has fought with. His fellow soldiers remained the only people he felt that he could share a bond with because they understood his feelings and the horrors that he experienced. He fought for patriotic pride and, ironically, now does not see himself as a person who can re-integrate back into it. How has his story of war been affected by different perspectives? How has he experienced war?

World War Two

After WWI had ended with a German surrender, the Allied powers wanted to ensure that the German would pay for their actions and that the consequences acted as a strong deterrent for any other country who would plan create conflict in the future. By signing the Treaty of Versailles, Germany became subjected to reparations that destroyed the fabric of their country. German currency became practically worthless, its citizens began to starve and their government was thrown into chaos. This vacuum led to a steep rise of tyrannical, fascist leaders taking over the countries who had lost WWI, who vowed to take back the land that was rightfully theirs. These leaders began to invade and take over neighboring countries, all the while amassing power for their gain. While Benito Mussolini, the Italian dictator, was one of the first fascists to rise to power, Hitler created a stronghold on Germany. His charisma and nationalistic claims emboldened the Germans to stand for their Motherland and take what was rightfully theirs.¹¹

In an ironic twist of fate, the Allied powers did nothing to stop Hitler’s rise to power. They had an enormous amount of hesitation committing to fighting another war and remained weary despite Hitler’s tireless spread. This strategy backfired, and only emboldened the German to continue his crusade. Due to their stance of appeasement, he had time to garner more support and build his army. One of the ways that the Nationalist Socialist Party garnered support was by influencing the children of Germany. For example, in 1936, five years before World War Two began, membership to the Nazi youth groups became mandatory for all children who ranged from ten to seventeen years old. By 1939, over 765,000 children served in leadership roles in Nazi youth organizations, which only aided in the spread of Nazism across the German empire. After time spent in the Nazi Youth organizations, boys were forced to enlist immediately into the armed services when they turned eighteen, which produced a staggering number of troops willing to fight for Hitler’s vision.¹²

Aside from the Nazi youth, children of other countries were also affected in a myriad of ways. The mere threat of war led to a multitude of air raid shelters built in preparation for the conflict. In December, 1938, nearly 10,000 Jewish children were sent in exile to escape from Germany to Britain on the aptly named, “Kindertransport” to escape the already pervasive Nazi persecution. Once the conflict began in earnest, children were affected in even more ways than trying to escape the fighting. During the bombing blitz of London, 7,736 children were killed and almost the same number were reported injured, leaving thousands orphaned or to live on with lost brothers and sisters. This type of fighting was the burgeoning of a new evolution of fighting, which lacked distinct battlefields and focused only on known combatants.¹³

The two world wars share a few distinct differences in their foundation that led to tremendously different experiences for both soldiers and civilians alike. First, WWI was a war over territory and alliances. Conversely, World War Two (WWII) was a racially motivated war, with the Nazi's and their allies fighting for living space while the Allied Powers were fighting, at first, to simply survive and then followed to eradicate the Nazi party from existence. An additional difference existed as the armed conflicts within WWII had no distinct battlefields as WWI did. Fighting happened city-to-city, which involved civilians in this total war. This new urban battlefield was a result of the new technology used in mechanized warfare.

After years of fighting, the Allied powers were able to defeat the Axis powers. Similar to WWI, Germans needed to pay reparations for the damage that they had done. Originally, the Allies were to split Germany into two separate nations but no final consensus could be reached. Germany was then split into two separate countries, a democratic West Germany and a communist East Germany. The Soviet Union and the United States of America followed the phrase, "The enemy of my enemy is my friend," until the first moment when they could split up. The Soviet's wanted to expand their control and began to easily conquer neighboring countries surrounding East Germany, spreading their influence and, subsequently, Communism. This was the beginning of the "Red Scare" in America, where a vehement hatred of Communism had already been cultivated. The two countries engaged in outright and more hidden subterfuge over the following decades which eventually led to the last conflict gone over in this unit, the Vietnam War.¹⁴

Personal Narrative - *A Child of Hitler*

As previously mentioned, the two world wars shared similarities leading to their similar names but some distinct differences that separate them. Both were global conflicts that relied on international alliances and created damages totaling billions of dollars and, most importantly, ended millions of lives. However, there remain a few key differences that distinguish the Great War from the Total War that was WWII. This is illustrated in the juxtaposition between individual experiences that Remarque had in his historically fictional description of *All's Quiet in the Western Front* compared to Alfons Heck's personal experience in his story *A Child of Hitler*. Remarque knew and experienced the dangers of the battlefield firsthand, influencing him to create one of the most prolific anti-war novels ever written. Conversely, Heck grew up idolizing the idea of war and yearned to become a leader in the Nazi party. Although both experienced war, their perspectives could not be further apart.

The full title of Alfons Heck's story is *A Child of Hitler – Germany in the Days When God Wore a Swastika*. During his rise to power, Adolf Hitler became a deity; a physical embodiment of supernatural power and German pride. In the story, Heck describes his rise as a member of the *Jungvolk*, the junior branch of the Hitler Youth. He describes his first time encountering the Fuhrer in the second page of the book, explaining,

"On a March evening, in 1936, it was the first time I had ever seen him, and although I met him face to face years later, I will never forget the rapture he evoked that night. On that evening, Hitler surely symbolized the promise of a new Germany, a proud Reich that had once again found its rightful place."¹⁵

His childhood memories help illustrate the emotions that engulfed Germany, further explaining, “As soon as the Nazi regime came into power, it revamped the educational structure from top to bottom with very little resistance. Our indoctrination began from our very first day in the elementary school, where we received a daily dose of nationalistic instruction, which we swallowed as naturally as our morning milk.”¹⁰ Heck, and his fellow countrymen, were being instructed and primed to live and die for the Fuhrer, and it was working. Where the citizens aware of the burdens that this supposed blessing had or did they choose to stay blissfully unaware? How would you have reacted?

In Remarque’s recollection, the experience of war quickly taught him the reality of conflict, and proved that the national and patriotic ideals of war never reigned true. Oppositely, Heck was instructed that German Nationalism was the only option, no other reality could possibly exist, and his mindset never wavered. The country was reeling from the reparations that had to be repaid after the end of WWI, a war which they felt Germany should have won. The German people wanted a leader that would help restore them to their proper rank, the apex of society. This lesson was illustrated in the excerpt of the story describing the 1938 Nazi Party Congress, a rally held in the city of Nuremburg. As Heck recalled,

“Hitler, the superb actor that he was, always began his speeches quietly, almost conversationally man to man. He then increased both tempo and volume steadily, but occasionally returned to the slower pace, piquing his listeners for the next crescendo. The method which frequently mesmerized even his bitter foes or unbelievers. We never had a chance. I am sure none of us in that audience took our eyes off him.”¹⁶

The Fuhrer was an expert orator, which only made him that much more of a potent leader for the German people. The people were primed to receive the message, and only needed someone to tell them the truth that they knew in their hearts. Heck continues this explanation in saying,

‘Hitler’s secret was that he wasn’t afraid to shout out loud what most Germans were afraid of admitting to themselves, namely that we deserved to rule the world. We erupted into a frenzy of nationalistic pride that bordered on hysteria. For minutes on end, we shouted at the top of our lungs, with tears streaming down our faces: Sieg Heil, Sieg Heil, Sieg Heil!’ From that moment on, I belonged to Adolf Hitler body and soul,”¹⁷

To Heck, the God that he worshipped wore a swastika, and he could think of no better way to live his life than to serve his Redeemer.

While Heck went on in life to explain his utter regret for the actions that were committed and ideals that the Nazi Party perpetuated, he still remained seemingly excited and even reminiscent about his time in the Hitler Youth. This brings forward the question, “Can children be blamed for their role in conflict?” Heck seems to think that they cannot be held responsible for these actions, supported by his reflection, “Children are too immature to question the veracity of what they are taught by their educators.”¹⁵ The adults of Nazi Germany may have become lost in the furor of the movement, turning a blind eye to the evil deeds. However, German children

were being indoctrinated and taught that there was no alternative. This course was the only possibility for the country on the brink of destruction. So, were the children right to participate or should they have also been held responsible for the actions that they committed and supported?

By the end of the story, Heck begins to contend with the horrific deeds that the Nazi's committed, but still looks upon certain aspects of his time in the Hitler Youth fondly. Despite the evil of the organization, it had given him a childhood that would be ill-afforded elsewhere. He had risen to a rank of great power in the Hitler Youth, leading thousands of his peers. Is this viewpoint inappropriate? Can Heck hold the dual mindset of remembering his individual experience in a good light while also condemning the actions of the organization that he was a part of?

Vietnam War

From the end of WWII until the onset of the Vietnam War, the United States and the Soviet Union remained bitterly at odds with one another. To the Americans, the Soviets were wrongly spreading the influence of Communism around the world, to the detriment of all. To the Soviets, the Americans were trying to enforce a world order that was solely under U.S. control. American foreign policy, in dealing with Communism, used the Domino Theory to guide its actions. This theory stated that if any country were to become Communist, this spark a snowball effect, knocking down other metaphorical dominos as other countries succumbed to Communism.

Similar to Germany after the WWII, Vietnam had been separated into two separate countries. North Vietnam was Communist while South Vietnam, backed by the French, was Democratic. Both countries wanted to reunify Vietnam, but they each wanted their governing system to be put into place. With the Domino Theory as its guide, and the South Vietnamese dangerously close to losing the conflict, the United States deployed troops to Vietnam in the mid-1960's to erase the threat of another country becoming Communist. As learned in our seminar, American help had been relied upon from multiple presidents before Truman. Kennedy offered interventional help, steering Vietnam from afar to ensure that the country would remain in favorable standing with the United States. Additionally, Eisenhower offered logistical help to the South Vietnamese, aiding their struggle against the communists. After two victories in the major wars taken beforehand, this was seen as a surefire victory from the American point of view. It quickly showed to be much more challenging.¹⁸

Similar to WWII, the Vietnam War involved children in increasingly dramatic ways in the conflict. While the United States required no child involvement in the war, practically all Vietnamese children were affected or influenced in some way. As we learned in our course, physical suffering from heavy battles and bombardment of highly toxic chemical weapons such as Napalm or Agent Orange are still felt to this day. Taken from an eyewitness account, "Houses and schools were bombed and destroyed. Many children became homeless and their schools had to be moved around or lessons had to take place after dark to avoid being targeted by heavy bombings. For example, one school in a liberated area in the South had to move site three times in four months due to the American air raids."¹⁹

The North Vietnamese were also increasingly reliant on children to help fight their method of tactical guerilla warfare, a potent strategy against the goliath American military. By darting in and out of small skirmishes instead of engaging the US military in a more traditional manner, the Viet Cong wore away at American morale. They used vast networks of tunnels to appear and vanish in an instant. While these tunnels were easily traversed by the smaller-statured Vietnamese children, they were impossible to even enter for the broad-shoulder American soldiers. The might of the American military was halted by a population who would remain in conflict until the bitter end. As the Vietnamese continued their steady, methodical pace, wearing away at the American military's resilience, the American soldiers population across the sea began to lose patience and heart for the fight. The Vietnam War concluded with American forces withdrawing in January of 1973. During this withdrawal, the North Vietnamese government was still actively planning to overthrow the South Vietnamese government. The American military left the country, their first major conflict lost in decades.

When the American military returned home, they left a country torn to shreds, physically and emotionally, that now had to bear the burden and scars of war. An amount of these military members also left behind children and women, commonly referred to as "Amerasians," who are children with American G.I. fathers and Vietnamese mothers. More than 3,000 Vietnamese orphans were evacuated from the country in the final days of the war but a lot of them were not able to receive their reparations until the Amerasian Homecoming Act of 1987 was passed. These Amerasians lived in limbo, neither accepted by their American fathers and allowed to travel to the U.S. or accepted by the Vietnamese, who viewed them as traitors and non-patriots. The passage of this act allowed over 21,000 Amerasians and more than 55,000 family members to settle in the United States. These vast numbers show the tremendously broad scope of the issue that was faced at the end of the Vietnamese war, and give a quantitative measure of the children who were affected by the non-acceptance of their existence.²⁰

Personal Narrative - *Matterhorn*

In the first two individual perspectives, the focus was on the individual's perspective on conflict itself. Remarque, due to his experience in WWI, wrote one of the most scathing anti-war novels ever created, bashing those who told him war should be fought for ideals that were immediately falsified on the battlefield. Additionally, Heck told a story about the same topic, but from the extreme opposite perspective. In his experience, his participation in the Hitler Youth had given his life a new meaning, a higher calling, and despite the recourse of WWII, still looked upon his individual experience almost fondly. While both men hail from opposite sides of the same spectrum, it remains worthwhile to hear how conflict can affect a soldier, specifically a child soldier. This is where Karl Marlantes' experience in the Vietnam War becomes indispensable. Karl was a 1st Lieutenant in the 3rd Division of the Marine Corp during the Vietnam War, and volunteered for active duty when fighting broke out in 1964. He wrote three books in total, with two specifically focusing on his time in Vietnam, called *Matterhorn* and *What It's Like to go to War*. His testimony gives tremendous insight into what the physical act of fighting in conflict is and how soldiers have to deal with the results and effects of war.

In his book, *Matterhorn*, Marlantes begins by painting a vivid picture of traversing through the dense Vietnamese rainforest. He muses,

“Mellas stood beneath the gray monsoon clouds on the narrow strip of cleared ground between the edge of the jungle and the relative safety of the perimeter wire. He tried to focus on counting the other thirteen Marines of the patrol as they emerged single file from the jungle, but exhaustion made focusing difficult. He also tried, unsuccessfully, to shut out the smell of the shit, which sloshed in the water that half-filled the open latrine pits above him on the other side of the wire. Rain dropped from the lip of his helmet, fell past his eyes, and splattered onto the satiny olive cloth that held the armor plating of his cumbersome new flak jacket. The dark green T-shirt and boxer shorts that his mother had dyed for him just three weeks ago clung to his skin, heavy and clammy beneath his camouflage utility jacket and trousers.”²¹

Marlantes’ use of sensory language and clear, cutting imagery paints an intense picture as to what his life, and those in his squad, are like. While the other two books we have read from at this point highlight tremendously important parts and perspectives about the life of a soldier, neither have created such a clear picture of life on the battlefield.

As the story continues, Marlantes goes on to tell about a battle between the U.S. Marines and the NVA (North Vietnamese Army). With the experience seared into his memory, he explains,

“What, moments before, had been organized movement now disintegrated into confusion, noise, and blood. Mellas was transported outside himself, beyond himself. It was as if his mind watched everything coolly while his body raced wildly with passion and fear. He was frightened beyond any fear he had ever known. But this brilliant and intense fear, this terrible here and now, combined with the crucial significance of every movement of his body, pushed him over a barrier whose existence he had not known about until this moment. He gave himself over completely to the god of war within him.”²²

I was terrified when reading this paragraph. Through analysis and understanding, the students will be able to understand what has happened to the young Marine, and how his involvement in conflict has affected him so deeply.

In conclusion, Karl Marlantes *Matterhorn* gives a tremendously important perspective on the effects of war. By using his testimony to further inform the instruction in the classroom, the students will have a well-rounded knowledge of the consequences of conflict on children.

Teaching Strategies

Being able to make connections through sympathizing and understanding the material given will be the cornerstone of the work in this unit. Students will have to do more than sit, take notes, and regurgitate answers. They will call upon their own experiences, analyze various texts, and search for connections and variances in perspectives and experiences. To help assist in this learning, I will use a variety of activities and methods to give as much exposure as possible. Most questions and tasks will involve students answering, evaluating, and analyzing the resources and texts for themselves. While this will result in a diversity of answers, this is the intended outcome. There is

no perfect answer for what a child’s experience in war is. By using their own knowledge and experience, my students can understand how conflict shapes, molds, and effects those who take part in it.

Graphic Organizers

To be successful in this unit, the students will need to be able to compile and analyze information from three different conflicts and three individual perspectives. Therefore, to fill this need, we will use a collection of graphic organizers that can be molded to adequately almost any situation that could arise within the lessons. The graphic organizers used for this unit are KWL Charts, Venn Diagram, Chain of Events Chart, and Character Trait Chart.

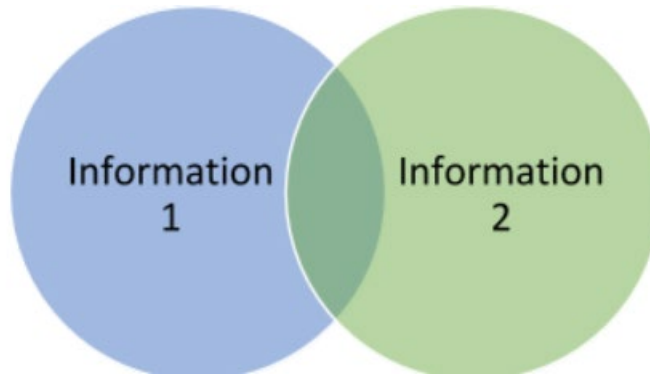
K.W.L. Chart

In the KWL (Knowledge, Want to Know, Learned) Chart, students plot the timeline of their learning experience in class. This graphic organizer separates the information they already know with what they learn along the way.

K.W.L. Chart		
What do you Know? What background knowledge do you have on this topic?	What do you Want to know? What are some questions that you want answered?	What have you Learned? What new information do you know after this lesson?
Student Answer Space	*Student Answer Space*	*Student Answer Space*

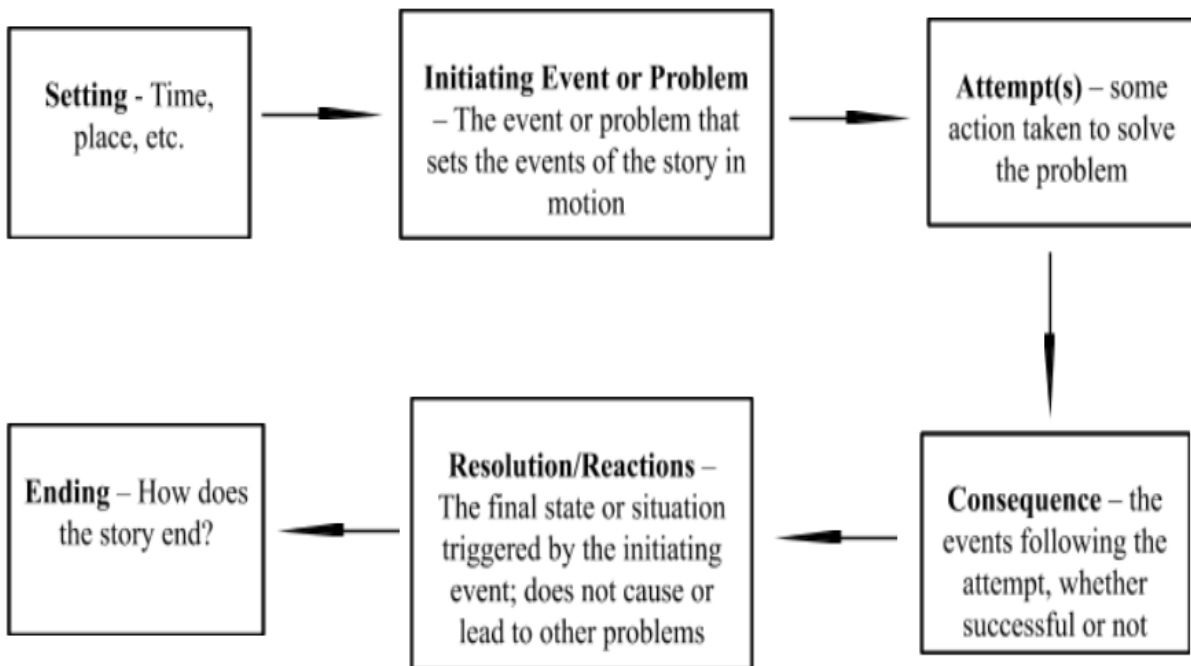
Venn Diagram

The Venn Diagram will be used to compare and contrast information. This information can be used to compare a single character at different points within a story, different conflicts, or multiple characters from different works. The circle to the left and right will be used to insert differences. Whereas, in the middle overlapping circles will have information that the two concepts have in common.



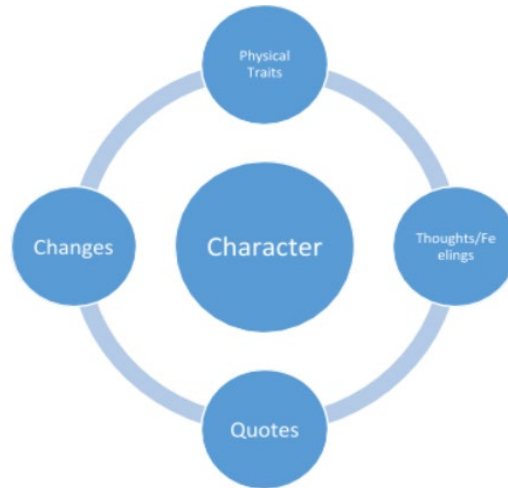
Chain of Events

The chain of events chart will be used to organize chronological information. This will be useful when reviewing the conflicts themselves, and will help the students clearly delineate the information that they'll be receiving.



Character Trait Chart

The character trait chart will enable students to explore the traits of various characters. By The character trait chart will enable students to explore the traits of various characters. By keeping track of character traits, the students can compare characters changes over time or see how one character's traits differ from another's.



Video and Media Sources

One of the most engaging and resourceful tools that I have used in teaching are media sources that further develop and intensify the understanding that my students have with the material. We will be working with written works of the children in these conflicts, but can also utilize a variety of video and photographic evidence to help diversify the experience in the classroom. The common phrase, “A picture is worth a thousand words,” carries an enormous amount of truth and, by bringing different media sources into the unit, I know my students will share a stronger bond with the material and the personal subjects that we will be learning about.

Question Stems

By being able to teach the information, students show that they have a strong understanding of the content. By providing question stems from Bloom's Taxonomy, the students will be able to increase the difficulty of the questions they ask as the unit continues. My students will create their own questions and pose these questions to the other members of their desk groups. These student-generated questions can also be used for a class-sourced learn check. By having the students be accountable for grade and learning level appropriate questions, I feel that their buy-in to the learning will be much stronger. Listed below are three question stems from each of the six levels of Bloom's Taxonomy to use as a guide for the practice.²¹

Level One - Knowledge

(Define) Find the meaning of...?

(Describe) Who/what was.....?

(Recall) Can you remember why....?

Level Two - Comprehension

(Compare) Compare/Contrast...?

(Discuss) Will you state or interpret in your own words the meaning of...?

(Explain) What can you say about...?

Level Three - Application

(Determine) What examples can you find of...?

(Discover) What facts would you select to show...?

(Predict) How would you explain ____ using what you have learned...?

Level Four - Analysis

(Compare) How is ____ related to...?

(Investigate) What conclusions can you draw from...?

(Identify) What evidence can you find that...?

Level Five - Synthesis

(Interpret) Can you formulate a theory for...?

(Support) What evidence can you find that...?

(Conclude) What is the function of...?

Level Six - Create

(Develop) - What is your opinion of...?

(Incorporate) How would you compare the ideas of...?

(Summarize) Based on what you know, how would you explain...?

Classroom Activities

The lessons will go in the same sequence for each conflict. The first lesson consists of understanding the conflict. The second lesson will review children's roles in the conflict. The third lesson will review individual perspectives from each conflict. This sequence will be repeated three times to cover WWI, WWII, and the Vietnam War. Once all conflicts have been reviewed, the class can proceed to the final lesson, analyzing the evolution of war and conflict.

Lesson 1 – Understanding the Conflicts (Repeated three times for WWI, WWII, and Vietnam War)

Objective - Students will be able to understand and explain the starting events, statistics, and end results of World War One, World War Two, and the Vietnam War.

Do Now – The do-now for these three lessons can be a 5-10-minute time limited activity for the students to retrieve and fill-out a KWL chart. The purpose of this do-now is to see where student’s knowledge on these conflicts range. This will help direct the teaching to ensure that certain areas of the conflicts are reviewed in greater detail where prior student knowledge is lacking.

Teacher Input (I Do) - After the do-now activity is finished and discussed, the teacher will lead the class through a guided notes session where each conflict will be outlined. This can occur through a PowerPoint presentation, with media supplements to further student understanding. There will be pauses in the notes where comprehension questions can be asked to gauge student understanding of the information that they’re receiving.

Guided Practice (We Do) - Once note taking has been completed, we will continue on with a chain-of-events activity where students will be placed in groups and given a certain time period in each conflict. Then by reviewing their notes and supplemental research materials (websites and databases), students will create a mini-timeline of the 3 most important events in the time period that they’re assigned. For example, WWI, will be split into three time periods. June 1914-April 1915, April 1915-November 1917, and November 1917-June 1919. Students will come up to the board and fill out a chain of events chart. This chart will be displayed in the classroom for students to use when analyzing the different conflicts. By utilizing their notes, students can discuss the timeline of each conflict and chronologically list the different occurrences of each conflict.

Independent Practice (You Do) - After the guided practice ends, students will be given research materials and questions from the first two levels of Bloom’s Taxonomy to solidify their knowledge of each conflict. They will be given materials and websites to use to finish their work. Student work will be graded for completion and correctness and subsequently handed back to be used for conflict and perspective analysis later in the unit.

Concluding Activities - Students will revisit their KWL Charts that they used for the do-now and fill in the last column where they describe what they learned from each lesson. These charts will then be saved in their folders and/or notebooks to use as a resource for later in the unit.

Lesson 2 – Children’s Roles in Conflict (Repeated three times for WWI, WWII, and Vietnam War)

Objective - Students will be able to explain and differentiate the use of children in conflict in WWI, WWII and the Vietnam War.

Do Now – The questions to begin these lessons will be tied into the differences between the previously learned conflicts. For example, based on how the war was fought, how do you think children were used in the conflict? These questions should recall student knowledge based on the previous lessons and ask them to critically think about how children are used as integral parts within these conflicts.

Teacher Input (I Do) - Similarly, there will be teacher-guided notes on how children were used differently in each conflict. This part of the unit will consist of a more macro-objective perspective that reviews overall use of children in conflict, not focusing in on individual perspectives.

Guided Practice (We Do) - Students will receive cause and effect graphic organizers and we will, as a class, analyze how and why children were used differently in each conflict. Depending on the technology, the capabilities of the fighters, and the abilities of the enemies, children were utilized very differently in each conflict. WWI will be used as an example which can then transition into WWII and the Vietnam War becoming individual practice.

Independent Practice (You Do) – Students will continue the guided practice of their cause and effect graphic organizers, seeing the similarities and differences in the use of children in conflict. This will further help them understand, preparing them for the third section of the unit, hearing personal narratives and perspectives from children in conflict.

Lessons 3 – Individual Perspectives (Repeated three times for WWI, WWII, and Vietnam War)

Objective - Students will analyze individual perspectives of children in conflict. Students will make comparisons and draw conclusions based on their analysis of the characters.

Do Now – Now that all the necessary groundwork and background information has been completed, students and their teacher can get into a discussion based on the ethics and experiences that happen in war. Do Now questions in this phase of the unit can go over any of those topics. For example, one can ask “Do you think war is right?” or “How old should you be to be able to participate in a war?” The reason for asking these questions is to begin to have the students put themselves in the shoes of those who have come before them. We will hear three personal narratives of children around the same age as my students. These questions can be used as a guiding framework for the discussions that will happen when going over the content.

Teacher Input (I Do) - Provide students with excerpts from each of the previously mentioned books. Begin by narrating and reading the story as a class to give inflection and context to the readings. Teacher will then provide questions for each of the readings to ensure student understanding, which will then lead into analysis of the perspectives that each author has.

Independent Practice (You Do) – Perspective and character analysis of each author. Claiming and hypothesizing similarities and differences of each individual, their experience in war, and whether or not children should be involved in war.

For example, in *All's Quiet on the Western Front*, the story will bring up a myriad of points that can be discussed in the classroom with my students and introduce the role of analyzing text to discern a writer's purpose for writing in regards to conflict. By posing the simple question, “Is conflict seen as a blessing or a burden?” before my classes begin reading *All's Quiet on the Western Front*, I will see where they stand on the topic. Some of them may have family members who were in the military and can possibly see this pursuit as a patriot and worthwhile endeavor that is a blessing for all who partake in it. Others may have a mindset that

makes them believe that war is burden, and they would not wish to have to ever partake in an armed conflict.

Lesson 4 – Evolution of War (Similarities and Differences of Conflicts, Effects on Children)

Objective - Students will analyze individual perspectives of children in war. Students will create claims for or against the use of children in war and support them with evidence from the previous phases of the unit.

Teacher Input (I Do) - The teacher input in this section will be as non-invasive as possible. The role of the teacher in this phase is to guide students as they analyze the different perspectives that have been discussed throughout each war covered in the unit. Students can be asked questions such as, “What are the similarities in the individual experiences of soldiers between “Insert Conflict Name” and “Insert Conflict Name”? What are the differences?” The student work completed in this phase will go towards the final assessment for the unit.

Final Assessment

To assess the student’s knowledge, they will write an expository essay answering the question, “Based on the individual perspective’s learned in this unit, which conflict would you fight in if you had to choose?” This question will give the students the opportunity to share their opinions on all of the knowledge they have gained in the unit. They will answer the question by using evidence learned over the unit, providing examples from the individual perspectives to support why they would choose to fight in one specific conflict compared to the other two.

Appendix One²²

CCR Anchor Standard R.1 –Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

The basis of this unit will center on student’s ability to read, make inferences, draw conclusions, and support their claims with evidence from the reading. When analyzing different conflicts and experiences, standard R.1 will be at the center point.

CCR Anchor Standard R.2 – – Determine central themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.

Students will need to be able to determine the central themes within all three individual perspectives to grasp the similarities and differences that children have when experiencing

conflict. While themes are not always spoken outright, by analyzing an individual's mindset and paying attention to the literary devices used in the text, students will be able to master this standard.

CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

When dealing with history, students will need to be able to connect abstract concepts to understand the reasons why conflicts occur, in addition to how an individual may change over the course of a conflict. By practicing and modeling how to do this, students will be able to contend and understand the readings past their surface level and see the individuals and conflicts for more than only their outward appearance.

CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.

With the focus of the unit centered on hearing, interpreting, and understanding different individual perspectives, this standard will be the crux of the practice. Each of the three authors that will be focused on choose to highlight different views and experiences from their involvement in conflict. Their choices deeply reflect what they want their readers to understand.

CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Students will need to be proficient in this standard to succeed in the work required in this unit. To understand the personal perspectives of each of the three writers, they will need to draw on the previous knowledge that they had gained from the beginning of the unit. Each author's perspective is greatly influenced by the time-period that they grew up in. This necessitates students to have the ability to make connections to prior knowledge to understand these individual viewpoints.

Bibliography, Resources, and Works Cited

Classroom Resources

<https://www.methacton.org/cms/lib/PA01000176/Centricity/Domain/1026/world-war-1-beginning.pdf>

This website, used for the WWI phase of the unit, has a plethora of worksheets, informational graphic organizers, and activities for students to complete while learning about WWI. You can either print directly from this website or use it as inspiration for creating your own practice.

https://www.pbs.org/thewar/edu_snapshot.htm

For use in the WWII phase of the unit, this website gives lesson ideas for teachers who are reviewing WWII in their class. I have found the “Foreign Policy” and “A Just War” to be the most relevant sections of the website, especially in accordance with what is reviewed in this unit.

<https://www.facinghistory.org/resource-library/teaching-holocaust-and-human-behavior/youth-and-national-community>

For use in the WWII objective child-perspective of the war, this website gives a full lesson on the Hitler youth. This is another great resource to use if you feel that you don’t have enough individual background on the topic to be able to have a solidly structured and impactful lesson.

<https://www.history.com/news/how-the-hitler-youth-turned-a-generation-of-kids-into-nazis>

For use in the WWII objective child-perspective of the war, this History.com website gives a great outline of life in the Hitler youth. This can be used to inform your lessons or as a classroom resource for students to conduct their own independent research during this phase of the unit.

<http://staff.katyisd.org/sites/thsworldhistory/Documents/6th%20Six%20Weeks/Cold%20War/Vietnam%20War%20Worksheet.pdf>

For use in the Vietnam War phase of the unit, this website has a graphic organizer that does a simple job of summarizing the main points of the conflict. It also includes a comprehension-based worksheet that will be good tool for students to use.

Teacher Resources

https://books.google.com/books?id=IjbtUCL47aAC&printsec=frontcover&dq=A+child+of+hitler&hl=en&newbks=1&newbks_redir=0&sa=X&ved=2ahUKEWjgsfDonKnIAhUPhOAKHVyiDd0Q6AEwAHoECAIQAg#v=onepage&q&f=false

For use during the reading of Alfons Heck's *A Child of Hitler*, if you cannot get a physical copy of the book, this URL will lead you to a Google Book's preview of the story, giving you the first 54 pages of Heck's novel. While the book is in circulation in the CMS Library System, there are only a few copies so this will be a good resource for this phase of the unit.

<http://www.holocaustedu.org/wp-content/uploads/2016/01/beforeTheHolocaustLP.pdf>

For use during the reading of Alfons Heck's *A Child of Hitler*, pages 16-17 of this pdf have an excerpt of the reading with an accompanying list of questions that could be a resource for independent work and/or classroom discussion.

<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-6/joining-hitler-youth>

For use during the reading of Alfons Heck's *A Child of Hitler*, this website compares Heck to another child who was a member of the Hitler Youth. This would be a good guiding activity for the class to practice making comparisons between characters before transitioning to the last phase of the unit.

<https://pdfs.semanticscholar.org/8a18/71d6f090a9d30d93c52efeb5cc442790e870.pdf>

For use during the reading of Alfons Heck's *A Child of Hitler*, this pdf gives more excerpts from Heck's story while incorporating other individual testimony and perspective into life in the Hitler Youth. While the file is lengthy, if you do a "Ctrl-F" search for "Heck" while on the document, it will guide you to the sections that can be used for this unit.

<https://www.youtube.com/watch?v=-nNA8YIekBI>

For use during the reading of Alfons Heck's *A Child of Hitler*, this amazing video is an HBO special with on-screen testimony and interview with Alfons Heck. This is a great way to supplement the readings and hear testimony from the writer who gave us his perspective in the story *A Child of Hitler*.

<https://books.google.com/books?id=Lmv9yDJhxGQC&pg=PT222&lpg=PT222&dq=matterhorn+glossary+of+weapons,+slang&source=bl&ots=XUTZ0Ls0eU&sig=ACfU3U205OCzShiWR9hRFsZKhc5pJgRcRA&hl=en&sa=X&ved=2ahUKEWjExtrS3LDIAhVPdt8KHfunA3MQ6AEwAHoECACQAQ#v=onepage&q&f=false>

For use during the reading of *Matterhorn*, if you cannot source a full copy of the text, this gives a fairly extensive spread of the book. At the end of the text, there is a glossary compiling and explaining an array of military terms and jargon that are a tremendous resources for the students to be exposed to.

<https://www.npr.org/books/titles/138089632/matterhorn-a-novel-of-the-vietnam-war#excerpt>

For use during the reading of *Matterhorn*, this is an excerpt from the beginning of the first chapter of the story. This sets the scene for the rest of the perspective that we hear from Marlantes. This text can be given to students where they can individually study what Marlantes' perspective is and how he views his time in this first battle.

<https://blogs.brown.edu/civilmilitarybridge/files/2018/08/Marlantes-Matterhorn-Excerpt-.pdf>

For use during the reading of *Matterhorn*, this is an excerpt coming from the end of the novel where Marlantes illustrates and elucidates a tale from a battle that he was involved in. His gritty, harrowing language details a vivid picture of life on the modern battlefield.

<https://www.youtube.com/watch?v=BsfbO9oz0GI>

For use during the reading of *Matterhorn*, while this video is not directly related to Marlantes, it gives testimony from American soldiers on how killing someone has impacted them. This deeply moving personal narrative is a must-watch for the class, as it clearly depicts the impact of war on the individual.

Notes

1. Breaking the Link, <https://www.wearecms.com/apps/pages/breakingthelink>
2. Breaking the Link, <https://www.wearecms.com/apps/pages/breakingthelink>
3. Great Schools, <https://www.greatschools.org/north-carolina/charlotte/1300-West-Charlotte-High/#Students>
4. Indiana Department of Education, <https://www.doe.in.gov/sites/default/files/standards/guide.pdf>
5. Imperial War Museum, <https://www.iwm.org.uk/history/10-ways-children-took-part-in-the-first-world-war>
6. Punch Magazine, <https://punch.photoshelter.com/image/I0000nTHJ70gjei0>
7. The Public Broadcasting Service, https://www.uwosh.edu/faculty_staff/henson/188/WWI_Casualties%20and%20Deaths%20%20PBS.html
8. Imperial War Museum, <https://www.iwm.org.uk/history/10-ways-children-took-part-in-the-first-world-war>
9. NYTimes, <https://www.nytimes.com/2014/06/27/world/europe/world-war-i-brought-fundamental-changes-to-the-world.html>
10. Remarque, *All's Quiet on the Western Front*
11. A.J.P. Taylor, *Origins of the Second World War Chapters 1-2*, http://www.irbooksonline.com/pdf_books/origins_second_world_war.pdf
12. U.S. Holocaust Memorial Museum, <https://encyclopedia.ushmm.org/content/en/article/indoctrinating-youth>
13. Imperial War Museum, <https://www.iwm.org.uk/history/growing-up-in-the-second-world-war>
14. Heck, *A Child of Hitler*
15. Heck, *A Child of Hitler*
16. Heck, *A Child of Hitler*
17. The Domino Theory in American Foreign Policy, Pages 26-28, <https://macsphere.mcmaster.ca/bitstream/11375/13832/1/fulltext.pdf>
18. The British Library, The Vietnam War – Children at War, <https://blogs.bl.uk/asian-and-african/2016/02/the-vietnam-war-children-at-war.html>
19. Washington Post, <https://www.washingtonpost.com/graphics/world/vietnam/>
20. Marlantes, *Matterhorn*
21. Marlantes, *Matterhorn*
22. Bloom's Taxonomy, https://www.bloomstaxonomy.org/Blooms_Taxonomy_questions.pdf.
23. North Carolina Standards, <http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/adopted-ela-standards.pdf>

Bibliography

- “Breaking the Link.” Breaking The Link - District Departments - Charlotte-Mecklenburg Schools. Accessed September 17, 2019. <https://www.wearecms.com/apps/pages/breakingthelink>.
- “Bloom's Taxonomy.” Accessed October 26, 2019. <https://www.bloomstaxonomy.org/BloomsTaxonomyquestions.pdf>.
- “Explore West Charlotte High in Charlotte, NC.” GreatSchools.org. Accessed September 17, 2019. <https://www.greatschools.org/north-carolina/charlotte/1300-West-Charlotte-High/#Students>.
- Fox, Elizabeth. “Rebuilding Germany’s Children: The Nazi Indoctrination and Postwar Reeducation of the Hitler Youth,” 2017. <https://pdfs.semanticscholar.org/8a18/71d6f090a9d30d93c52efeb5cc442790e870.pdf>
- Heck, Alfons. *A Child of Hitler: Germany in the Days When God Wore a Swastika*. Frederick, CO: Renaissance House, 2001.
- Marlantes, Karl, and Nikolaus Stingl. *Matterhorn*. Zürich: Arche, 2012.
- “North Carolina Standard Course of Study for English Language Arts, K-12.” Accessed October 26, 2019. <http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/adopted-ela-standards.pdf>
- Remarque, Erich Maria. *All Quiet on the Western Front*. New York: Chelsea House, 2008.
- “The Vietnam War: Children at War.” Asian and African studies blog. Accessed October 26, 2019. <https://blogs.bl.uk/asian-and-african/2016/02/the-vietnam-war-children-at-war.html>.