



EXPEDITIONARY
LEARNING

+

Grade 8: Module 1: Unit 1: Lesson 6

Building Background Knowledge: Guided Practice to Learn about the History of Wars in Vietnam



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
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| I can determine the theme or central ideas of an informational text. (RI.8.2) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4) I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can determine the central ideas in one section of the informational text “The Vietnam Wars.”• I can use context clues to determine word meanings.• I can participate in discussions about the text with a partner, small group, and the whole class. | <ul style="list-style-type: none">• Students’ questions and notes for section 1 of the text |



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Sharing Exemplar: A Classmate's QuickWrite 2 (5 minutes) B. Review Learning Targets: Distinguishing Informational Text from Historical Fiction (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Inferring Based on a Map and Previewing Informational Text: "The Vietnam Wars" (10 minutes) B. Read-aloud and Guided Note-taking: Section 1 of "The Vietnam Wars" (20 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Preview Homework and Read-Aloud (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread Section 1 of "The Vietnam Wars," complete Section 1 note-catcher, and read one new assigned section | <ul style="list-style-type: none"> • In advance: type up an exemplary student QuickWrite 2 to share during Work Time Part A. See the note at the end of Lesson 5 for details. • In this lesson, students do not work directly with pages 22–41 (which they have read for homework). Rather, students build background knowledge about Vietnam. In Lesson 8, students return to discussing the novel in more detail. • In advance: reread "TiTi Waves Goodbye" (pages 10–11) and "Current News" (page 18). Be prepared to help students see connections between these poems and the informational text they will read in Lessons 6 and 7. • This lesson focuses on an informational text, which students will revisit throughout the unit. Carefully preview Opening Part B, which includes direct instruction regarding key distinctions—in terms of purpose and perspective—between informational text and literature. These distinctions are reinforced in future lessons as students continue to work with both types of text. • Note that the article "The Vietnam Wars" is long and challenging. Be clear for yourself, and for your students, that there are two purposes for this reading. One purpose is for students to build basic background knowledge to help them understand the events in the novel. (Therefore, students do not need to understand every event in Vietnam's long and complicated history with various invaders.) • The second purpose is for students to become better readers of complex informational text. In these two lessons, students apply some key practices of close reading: reading in their heads as a teacher reads aloud, rereading for gist, focusing on key vocabulary, and answering text-dependent questions. However, Lessons 6 and 7 compress several close-reading practices into a single step. • Reinforce with students their work on "getting the gist" in Lessons 2–5, which may be needed more with this harder text. Also distinguish their initial and informal gist notes (which they jot by paragraph) from the written summary of the entire section, which they are asked to write later on their note-catcher (see Work Time B). • Lessons 6 and 7 are designed as one arc. Lesson 6 provides direct instruction and guided practice with the first section of the text, which lays the foundation for students to work more independently (in their small groups) during Lesson 7 with the middle three sections of the article. |



| Agenda | Teaching Notes (Continued) |
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| | <ul style="list-style-type: none"> • Then in Lessons 9 and 10 (when students are further into the novel), they will do a more comprehensive close read of the final section of this same article. More time is given to this section since it addresses the key events that led to the fall of Saigon, which is most relevant to the novel and the focus of the module. • Do not tell students in advance that this piece addresses centuries of Vietnamese history; they figure that out from the text. But throughout the lesson, consistently focus students on how the details are helping them understand the main idea of the text, and how that in turn will help them understand Ha's experiences. • Questions and Notes, Section 1 note-catcher focuses on key vocabulary. Students are told the definitions of some concrete words that can be taught quickly, in order to focus their attention on the more challenging academic vocabulary that they can figure out from context clues. • In advance: determine which section of the article (2, 3, or 4) to assign to each small group for homework (in Closing). Allow time so that students can hear some of each section read aloud in order to do their homework more independently. You may wish to highlight or mark in advance the sections you will be reading out loud. • Consider arranging a session in advance during which struggling readers can preview the reading. This will support comprehension as they read it a second time, and help ensure that the time allotted for reading is sufficient. Students can use this time to highlight or annotate information that they can use in the lesson. • Consider which students might need access to the alternate version of the Questions and Notes, with sentence starters and hints. Adjust it to meet the needs of your students, including content and space to write (see supporting materials). • Consider which students might need access to the Vocabulary Guide to support reading comprehension and understanding of basic concepts. This is a particularly difficult text, so this may be needed by a different group of students than it has been throughout the unit. The glossary can be provided during an additional support class in advance, with time to pre-teach the words, or modified to be used by students independently (see supporting materials). • This lesson introduces students to the concept of historical fiction. The supporting materials include a Vocabulary Enrichment Activity that can be used to support learners who need more practice with this skill now or at a later time in the unit (see supporting materials). • This lesson involves the Think-Pair-Share protocol. Students may remain in the same pairs from previous lessons, or consider pairing students with new partners as needed. Be sure to review the protocol (Appendix 1). |



| Lesson Vocabulary | Materials |
|--|---|
| central idea, key incidents, informational text, historical fiction, objective, perspective, context, annotate; honing, even, forged, crucible, pacified, string, gracious | <ul style="list-style-type: none"> • Document camera • A student's exemplar QuickWrite 2 (typed up in advance) • Map of Asia (zoom out so students can see Vietnam and China) (display only) • "The Vietnam Wars" article (one per student) • "The Vietnam Wars" Questions and Notes: Section 1: The Chinese Dragon (one per student) <p>Optional Materials</p> <ul style="list-style-type: none"> • Vocabulary Guide • "The Vietnam Wars" Questions and Notes (Alternate Version): Section 1: The Chinese Dragon • Vocabulary Enrichment Activity: Historical Fiction |

| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Sharing Exemplar: A Classmate's QuickWrite 2 (5 minutes)</p> <ul style="list-style-type: none"> • Remind students that they are working hard to learn to analyze the text as they read, discuss, and write. Point out specific growth you are noticing that students are making with these skills. • Using your document camera or other means of projection, show the class a student's exemplar QuickWrite 2 (from Lesson 4 homework) that is a strong example of supporting ideas with evidence from the text. • Highlight how the author of the model uses specific details to support his or her ideas, and the way the author has woven evidence into the paragraph. • Encourage students to continue to cite and explain evidence in their writing and during discussion. | <ul style="list-style-type: none"> • Students may benefit from having instructions to read the paragraph silently as a "do now" activity when they arrive in class. • Providing models of expected work supports all learners, but especially supports challenged learners. • Depending on your class culture, decide whether to share which student wrote the model paragraph. • Based on time available and student need, consider distributing hard copies and having students highlight and or label the model paragraph as it is discussed. |



B. Review Learning Targets: Distinguishing Informational Text from Historical Fiction (5 minutes)

- Students should be seated in the small, heterogeneous “numbered heads” groups they have been meeting with so far in this unit.
- Invite students to briefly share, based on their own QuickWrites they have written, and additional details they noticed in their reading:
 - * “What are some key details you noticed that helped you understand how Ha’s life is affected by the time and place her story is set in?”
- Call on a “numbered head” to share out one detail per group with the whole class. Listen for students to share details such as the following: her best friend, TiTi, and her family leave the country; Ha’s father is missing in action and hasn’t been heard from in nine years; her mother works two jobs to make ends meet; food and gasoline are expensive; and there’s bad news about the Communists being close to Saigon. Encourage students to add a few key details to their notes.
- Have learning targets posted for review, and read the first learning target aloud to students:
 - * “I can determine the central ideas in one section of an informational text about the Vietnam War.”
- Tell students that today they will begin reading an informational text that will help them understand why there are bombs near Ha’s home, why Americans were in Vietnam, and why Communists were invading Saigon.
- Briefly distinguish informational text from literature, specifically historical fiction: informational text is factual information about real events; historical fiction, like *Inside Out & Back Again*, is a made-up/imagined story that is based on real events. Tell students that authors of historical fiction usually do a lot of research to learn about the time and place they are writing about. And readers often get so interested in the events described in the novel that they then choose to read informational text to help them better understand the time and place. The class will be doing that today.
- Emphasize that literature and informational texts typically have different purposes. Authors of informational text write to “inform” or teach the reader about a topic. That means that usually informational text is written in a more straightforward, objective, “just the facts” perspective. Literature, on the other hand, is written to bring readers into a real or imagined world. Stories are often written from the perspective of a particular character: we see the world through that person’s eyes.
- Discuss that informational text may have many *central ideas*, or important ideas. It is important to practice reading informational text closely in order to notice these ideas.
- For the next few days, they will not be reading or discussing the novel. Instead, their goal today is to begin to build background knowledge that will help them understand why Ha’s country is experiencing war. Tell students that this text may begin to help answer some of the questions they generated during the very first lesson.

- Some students may benefit from referring to the **Vocabulary Guide** for this lesson.
- Circulating teachers and aides should gently encourage struggling students to use their glossaries as needed throughout the lesson.



| Work Time | Meeting Students' Needs |
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| <p>A. Inferring Based on a Map and Previewing Informational Text: “The Vietnam Wars” (10 minutes)</p> <ul style="list-style-type: none"> • Display the map of Asia for students to view. Help students focus on South and North Vietnam. Ask students, <ul style="list-style-type: none"> * “What do you notice about these countries relative to the countries around them?” • Listen for students to recognize that these countries are small and surrounded by much larger countries, specifically China. • Ask students to think, then turn and talk with a partner, about this question: <ul style="list-style-type: none"> * “Based on what you notice, what can you infer about the history of Vietnam and its relationship with the countries around it?” • Invite volunteers to share out. Listen for students to infer that Vietnam may often have been invaded by larger countries. If students don’t come to this conclusion yet, that is fine; the text will clarify this. • Point out to students that their inferences are based on something they saw and something they already knew. And this inference is in effect a prediction: they will now get to read the text to see if they were right. • Distribute and display the article “The Vietnam Wars.” Focus students on the title. Ask, <ul style="list-style-type: none"> * “How does the title help you understand the coming article?” • Probe, asking specifically, <ul style="list-style-type: none"> * “Why do you think the title has the word ‘Wars,’ plural, rather than just ‘War?’” • Listen for students to infer that this article is about the history of war in Vietnam, not “just” the Vietnam War they may have heard about (which took place in the 1960s and 1970s). Instruct students to jot down this brief thought on the article near the title. Tell students that when they <i>annotate</i>, or take notes on the text itself, it supports their comprehension. (They will learn more about annotating in future lessons). • Focus students on the subtitle. Read it aloud as students read silently in their heads: “By the time American troops arrived on their shores, the Vietnamese had already spent centuries honing a warrior tradition in a series of brutal wars.” Ask students, <ul style="list-style-type: none"> * “What do you think the word <i>honing</i> means?” • If needed, tell them that the word “honing” means perfecting or sharpening. | <ul style="list-style-type: none"> • Heterogeneous grouping of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text. This will also allow for more talk-time per student when the processing and thinking requires more support and collaboration. Consider pairing students within existing small groups for ease in flexing students from pairs to small groups, and vice versa. • Many students will benefit from seeing questions posted on an interactive whiteboard or via a document camera, but reveal questions one at a time to keep students focused on the question at hand. • Some students may benefit from receiving only section 1 of the text for this specific lesson. This keeps them from being overwhelmed with the amount of text. |



| Work Time (continued) | Meeting Students' Needs |
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| <ul style="list-style-type: none"> • Invite students to think, then turn and talk: <ul style="list-style-type: none"> * “In your own words, what does the subtitle of this article tell us about Vietnam?” • Cold call a student to share with the class. Listen for students to state that Vietnamese have been fighting wars for many centuries. Instruct students to jot down their thoughts on their articles near the title. • Point out to students that the subtitle is one clear way the author signals his purpose and the main idea. They will read on to learn much more. • Ask students to briefly skim the article, just to get oriented to the text. Ask them to read and number the five subheadings (keep this brief). | |
| <p>B. Read-Aloud and Guided Note-taking: Section 1 of “The Vietnam Wars” (20 minutes)</p> <ul style="list-style-type: none"> • Note that as with other read-alouds in this unit, this is a “pure” read-aloud: simply read slowly and fluently. Do not stop while reading to explain or comment. • Remind students that today they will just focus on Section 1: “The Chinese Dragon 208 B.C.–1428 A.D.” Tell students that there is quite a bit of information in each paragraph. • Ask students to pair up. Tell them that to begin to dig into this challenging text, they will do the following: <ol style="list-style-type: none"> 1. Read in your heads as you hear Section 1 read aloud (one paragraph at a time). 2. After each paragraph, reread to think, and jot notes in the margin of the article about the gist: what is your initial sense of what this paragraph is mostly about? 3. Talk with a partner: what did you jot for the gist of each paragraph? • As students are talking with their partner, distribute the “The Vietnam Wars” Questions and Notes: Section 1: The Chinese Dragon (one per student). Explain the <i>abbreviated</i> process they will follow with Section 1: they will use the Think-Pair-Share protocol as they reread, taking notes on vocabulary and other key questions. | <ul style="list-style-type: none"> • Some students may benefit from using a ruler or piece of paper to underline the lines as they are read aloud. • Some students may benefit from using the Questions and Notes (Alternate Version), with sentence starters and hints. Adjust it to meet the needs of your students (see supporting materials). • Some students might benefit from having posted expectations for the Think-Pair-Share. • Students using Vocabulary Guides might benefit from having glossed words highlighted in the text. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Circulate to listen in and support students as they work. Listen for patterns of confusion in order to determine which specific questions to address whole group.• When 5 minutes remain in work time, pause students and refocus them whole group. Remind students that they will reread this section for their homework, so it is fine if they are not yet quite finished. Tell them that in addition to taking notes in their graphic organizers, students should feel free to continue to <i>annotate</i>, or take notes on the text itself. Check for understanding, focusing on specific questions you noted that were more difficult for students.• Tell students that it is fine if they have not had quite enough time to complete their notes on their note-catcher; this is part of their homework, including their more formal summary. And they will work more on summary writing later in this module; for now, they should just do their best to write a sentence that says what this section is about.• Also be sure students know to hold on to their article “The Vietnam Wars”: they will keep coming back to this text over the coming week. | |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Preview Homework and Read-Aloud (5 minutes)</p> <ul style="list-style-type: none"> Tell students that their homework involves two parts. Everyone will reread Section 1 and complete their notes. Then each group ALSO will read one more section. Quickly assign each small group to one of the following sections: <ul style="list-style-type: none"> Section 2: “Everything Tends to Ruin’ 1627–1941” Section 3: “Life, Liberty, and Ho Chi Minh 1941–1945” Section 4: “The Fall of the French 1945–1954” Tell students that to support them in this difficult reading, they now will read along in their heads as they hear parts of each of these sections read aloud. Note: For each section, be sure to read the subtitle and date. Read in a dramatic style that brings this complex history to life. But remember that this is a “pure” read-aloud: read slowly, fluently, and do not stop to explain. Section 2: Read the first two paragraphs aloud as students read in their heads: from “Everything Tends to Ruin’ 1627–1941” to “In 26 years, Vietnam was a French colony.” Section 3: Read the first long paragraph aloud as students read in their heads: from “Life, Liberty, and Ho Chi Minh 1941–1945” to “...their fugitive leader took the name that would plague a generation of generals in France and the United States: Ho Chi Minh.” Section 4: Read the first two paragraphs aloud as students read in their heads: from “The Fall of the French 1945–1954” to “We will lose 10 men for every one you lose, but in the end it is you who will tire.” | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none"> Please reread Section 1 of the article “The Vietnam Wars” and complete your Section 1 note-catcher. Also, for your <u>new assigned section</u>, reread the few paragraphs you heard read aloud in class. (You may read the entire section if you choose, but focus on what you heard read aloud.) | <ul style="list-style-type: none"> Consider arranging for a separate support period to provide additional assistance with the assigned reading to struggling readers, appropriate to the needs of the students. |



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Grade 8: Module 1: Unit 1: Lesson 6

Supporting Materials



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By the time American troops arrived on their shores, the Vietnamese had already spent centuries honing a warrior tradition in a series of brutal wars.

By Tod Olson

The Chinese Dragon
208 B.C.-1428 A.D.

In Vietnam, a nation forged in the crucible of war, it is possible to measure time by invasions. Long before the Americans, before the Japanese, before the French even, there were the Chinese. They arrived in the 3rd century B.C. and stayed for more than 1,000 years, building roads and dams, forcing educated Vietnamese to speak their language, and leaving their imprint on art, architecture and cuisine.

The Chinese referred to their Vietnamese neighbors as Annam, the “pacified south,” but the Vietnamese were anything but peaceful subjects. Chafing under Chinese taxes, military drafts, and forced-labor practices, they rose up and pushed their occupiers out again and again, creating a warrior tradition that would plague invaders for centuries to come.

The struggle with China produced a string of heroes who live on today in street names, films, and literature. In 40 A.D., the Trung sisters led the first uprising, then drowned themselves rather than surrender when the Chinese returned to surround their troops. Two centuries later, another woman entered the pantheon of war heroes. Wearing gold-plated armor and riding astride an elephant, Trieu Au led 1,000 men into battle. As she faced surrender, she too committed suicide. In the 13th century, Tran Hung Dao used hit-and-run tactics to rout the Mongol emperor Kublai Khan. His strategy would be copied 700 years later against the French, with momentous results.

Finally, in the 15th century, a hero arose to oust the Chinese for good. Le Loi believed – as did generations of warriors to follow – that political persuasion was more important than military victories. According to his poet/adviser, Nguyen Trai, it was “better to conquer hearts than citadels.” In 1428, Le Loi deployed platoons of elephants against the Chinese horsemen, and forced China to recognize Vietnamese independence. Gracious in victory, Le Loi gave 500 boats and thousands of horses to the Chinese and ushered them home. Except for a brief, unsuccessful foray in 1788, they did not return.

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“Everything Tends to Ruin”

1627-1941

In 1627, a young white man arrived in Hanoi, bearing gifts and speaking fluent Vietnamese. Father Alexandre de Rhodes devoted himself to the cause that had carried him 6,000 miles from France to Vietnam: “saving” the souls of the non-Christian Vietnamese. He preached six sermons a day, and in two years converted 6,700 people from Confucianism to Catholicism. Vietnam’s emperor, wary that the Frenchman’s religion was just the calling card for an invasion force, banished Rhodes from the country.

Two centuries later, the French proved the emperor right. In 1857, claiming the right to protect priests from persecution, a French naval force appeared off Vietnamese shores. In 26 years, Vietnam was a French colony.

The French turned the jungle nation into a money-making venture. They drafted peasants to produce rubber, alcohol, and salt in slavish conditions. They also ran a thriving opium business and turned thousands of Vietnamese into addicts. When France arrived in Vietnam, explained Paul Doumer, architect of the colonial economy, “the Annamites were ripe for servitude.”

But the French, like the Chinese before them, misread their colonial subjects. The Vietnamese spurned slavery, and organized a determined resistance, using their knowledge of the countryside to outwit the French. “Rebel bands disturb the country everywhere,” complained a French commander in Saigon. “They appear from nowhere in large numbers, destroy everything, and then disappear into nowhere.”

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French colonial officials made clumsy attempts to pacify the Vietnamese. They built schools and taught French culture to generations of the native elite, only to find that most Vietnamese clung proudly to their own traditions. When persuasion failed, the French resorted to brutality. But executions only created martyrs for the resistance and more trouble for the French. As one French military commander wrote with foreboding before returning home: “Everything here tends to ruin.”

Life, Liberty, and Ho Chi Minh 1941-1945

Early in 1941, a thin, taut figure with a wispy goatee disguised himself as a Chinese journalist and slipped across China’s southern border into Vietnam. In a secluded cave just north of Hanoi, he met with his comrades in Vietnam’s struggle for independence. The time was ripe, he told them. In the tumult of World War II, the Japanese had swept through most of Southeast Asia, replacing the French in Vietnam with their own colonial troops. The Vietnamese, he said, must help the Western Allies defeat Japan. In return, the British and Americans would help Vietnam gain independence after the war. In the dim light of the cave, the men formed the Vietnam Independence League, or Vietminh, from which their fugitive leader took the name that would plague a generation of generals in France and the United States: Ho Chi Minh.

By 1941, Ho was known as a fierce supporter of Vietnamese independence. For 30 years he had drifted from France to China, to the Soviet Union, preaching Communism and nationalism to Vietnamese living abroad. When he returned to Vietnam, his frugal ways and his devotion to the cause won him an instant following.

With American aid, Ho directed guerrilla operations against the Japanese. In August 1945, Japan surrendered to the Allies. A month later, Ho mounted a platform in Hanoi’s Ba Dinh Square, where lanterns, flowers, banners, and red flags announced the festive occasion. Quoting directly from the American Declaration of Independence, he asserted that all men have a right to “life, liberty, and the pursuit of happiness.” Then, while the crowd of hundreds of thousands chanted “Doc-Lap, Doc-Lap” – independence – Ho declared Vietnam free from 62 years of French rule.

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The Fall of the French 1945-1954

The Vietnamese, their hopes kindled by the excitement of the moment, soon found that independence would not come as easily as elegant speeches. In 1945, French troops poured into the country, determined to regain control of the colony.

Ho, meanwhile, consolidated power, jailing or executing thousands of opponents. He also appealed several times for U.S. help, but to no avail. Determined to fight on, Ho told French negotiators, “If we must fight, we will fight. We will lose 10 men for every one you lose, but in the end it is you who will tire.”

In the winter of 1946-1947, the French stormed Hanoi and other cities in the North. Hopelessly outgunned, Ho’s troops withdrew to the mountains. Led by General Vo Nguyen Giap, the Vietminh harassed the French soldiers with a ragtag array of antique French muskets, American rifles, Japanese carbines, spears, swords, and homemade grenades. Moving through familiar terrain, supported by a network of friendly villages, the Vietnamese struck, then disappeared into the jungle.

By 1950, the French war in Vietnam had become a battleground in a much larger struggle. China, where revolution had just brought Communists to power, and the Soviet Union were supplying the Vietminh with weapons. The U.S., committed to containing the spread of Communism, backed the French.

Even \$2.5 billion of U.S. aid did not keep the French from wearing down, just as Ho had predicted. The final blow came in 1954, when General Giap surrounded 15,000 French troops holed up near the remote mountain town of Dien Bien Phu. After two months of fighting in the spring mud, the French were exhausted and Dien Bien Phu fell. Reluctantly, they agreed to leave Vietnam for good.

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Doc-Lap at Last
1954-1975

The Americans cringed at the thought of a Communist Vietnam, and picked up where the French left off. A peace accord temporarily divided Vietnam in half, promising elections for the whole country by 1956. With Ho in full control of the North, the Americans backed a French-educated anti-Communist named Ngo Dinh Diem in the South.

As President, Diem managed to alienate everyone, arresting thousands of dissidents and condemning scores to death. In 1956, he was accused of blocking the elections, adding fuel to a growing brushfire of rebellion.

The U.S. responded by pumping money into Diem’s failed regime and sending military “advisers,” many of whom were unofficially engaged in combat. Then, on August 2, 1964, reports reached Washington alleging that three North Vietnamese boats had attacked the *U.S.S. Maddox* on patrol in Vietnam’s Tonkin Gulf. The U.S. went to war, though the reports were later disputed.

In 1965, American bombers struck North Vietnam in a fearsome assault, designed to break the will of the people. But the North refused to surrender.

Meanwhile, in the South, Communist rebels, called the Viet Cong, operated stealthily under cover of the jungle. With aid from the North, they laid mines and booby traps, and built networks of secret supply routes. Like the French before them, U.S. troops – some 500,000 strong by 1968 – pursued their elusive enemy in ways that alienated the people they were supposed to be saving. They burned villages suspected of harboring Viet Cong and sprayed chemicals to strip the jungle of its protective covering. By 1968, 1 out of every 12 South Vietnamese was a refugee.

On January 30, 1968, the Vietnamese celebrated Tet, their New Year, with fireworks and parties. But as darkness fell, a surprise attack interrupted the revelry. More than 80,000 Viet Cong and North Vietnamese troops stormed major cities and even the U.S. Embassy in Saigon.

U.S. troops turned back the so-called Tet Offensive. But the American people, tiring of an expensive and seemingly fruitless conflict, turned against the war. President Richard M. Nixon took office in 1969 amid a rising tide of antiwar sentiment. He agreed to begin pulling out of Vietnam. It took four more years of fighting and thousands more casualties, but in March 1973, the last U.S. troops withdrew.

Two years later, on April 30, 1975, columns of North Vietnamese soldiers entered Saigon, meeting little resistance from the demoralized South Vietnamese army. The last American officials fought their way onto any aircraft available and left Vietnam to the Communists. Ho Chi Minh, who had died in 1969, did not live to see the moment. After years of struggle, Vietnam had been unified – but by force and at the cost of millions dead.

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What are the dates of this section?

| Questions | Notes |
|--|-------|
| 1. The first paragraph of this article states, “Long before the Americans, before the Japanese, before the French even, there were the Chinese.” What does the word <i>even</i> imply here? | |
| 2. A <i>crucible</i> is container in which metals are melted. In paragraph 1 of this section, what do you think the phrase <i>forged in the crucible of war</i> means? | |
| 3. In paragraph 2 of this section, it says that the Chinese described the Vietnamese as the <i>pacified</i> south. Based on context clues, what do you think this word means? What does the author’s use of this word help us understand about the Vietnamese? | |



| Questions | Notes |
|--|-------|
| 4. In paragraph 3 of this section, the author describes a <i>pantheon</i> and <i>string</i> of war heroes. A <i>pantheon</i> is like a hall of fame. Based on this information and other context clues, what does the word <i>string</i> mean as it is used in this text? What specifically do you notice about the heroes the author lists and how he describes them? | |
| 5. In paragraph 4 of this section, the author uses a quote from Le Loi’s poet/advisor: it was “better to conquer hearts than citadels.” A <i>citadel</i> is a fortress or strong building to keep people safe. Based on the rest of this paragraph, what do you infer this quote to mean? | |
| 6. CHALLENGE: Focus on the last sentence, and the phrase <i>gracious in victory</i> . What seems to be the author’s perspective toward the Vietnamese people? What specific words or phrases in this section led you to infer that perspective? | |



Summary: The main idea of this section of the text. (Write a complete sentence).

Connection: This part of the article helps us understand the following about Ha or her situation:

GRADE 8: MODULE 1: UNIT 1: LESSON 6 OPTIONAL MATERIALS

Lesson Vocabulary Guide

| Word | Definition |
|------------------------|--|
| central idea * | important idea |
| key incidents * | important events that happen |
| informational text * | text containing factual information about real events |
| historical fiction * # | a made-up, or imagined, story that is based on real events |
| objective (adj) * | a more straightforward, “just the facts” way of looking at things |
| perspective (n) * | point of view, or way of looking at things |
| context (n) * | words and phrases surrounding a specific word that give hints to its meaning |
| annotate (v) * | take notes on the text itself |
| honing (v) | perfecting or sharpening |
| even (adv) | in an unexpected way |
| forged (v) | gave form or shape to |
| crucible (n) | a container that can withstand high temperatures, that is used for melting metal and other materials |
| pacified (v) | made peaceful, especially by military force |
| string (n) | a long line |
| gracious (adj) | pleasant and courteous |

* Words that will be important again in Common Core classes

Supporting activity available for this word at the end of this lesson



Note to teacher: The next pages include a scaffolded version of the Questions and Notes assignment for this lesson, including sentence starters and hints. Before distributing it, adjust it to fit the needs of your students, including directions, content, and space needed to write. Students may need additional instruction to support their use of this tool.



What are the dates of this section?

| Questions | Notes |
|--|--|
| 1. The first paragraph of this article states, “Long before the Americans, before the Japanese, before the French even, there were the Chinese.” What does the word <i>even</i> imply here? | The word “even” means So, the word “even” in reference to the French makes it seem like the attack was |
| 2. A <i>crucible</i> is container in which metals are melted. In paragraph 1 of this section, what do you think the phrase <i>forged in the crucible of war</i> means? | Since “forged” means and a “crucible” is a container in which metals are melted, this phrase must mean that Vietnam was |
| 3. In paragraph 2 of this section, it says that the Chinese described the Vietnamese as the <i>pacified</i> south. Based on context clues, what do you think this word means? What does the author’s use of this word help us understand about the Vietnamese? | When the Chinese referred to the Vietnamese as pacified, it meant that they had been made by the Chinese. |



| Questions | Notes |
|--|---|
| 4. In paragraph 3 of this section, the author describes a <i>pantheon</i> and <i>string</i> of war heroes. A <i>pantheon</i> is like a hall of fame. Based on this information and other context clues, what does the word <i>string</i> mean as it is used in this text? What specifically do you notice about the heroes the author lists and how he describes them? | <p>The author refers to a “string of heroes” that might be in a “pantheon” or a hall of fame. String means</p> <p>The author describes a string of heroes such as</p> |
| 5. In paragraph 4 of this section, the author uses a quote from Le Loi’s poet/advisor: it was “better to conquer hearts than citadels.” A <i>citadel</i> is a fortress or strong building to keep people safe. Based on the rest of this paragraph, what do you infer this quote to mean? | <p>A “citadel” is very different from a heart because a citadel is usually connected to the idea of _____, and a heart is usually connected to the idea of _____. This makes sense with other information in the paragraph where it says,</p> |



6. CHALLENGE: Focus on the last sentence, and the phrase *gracious in victory*. What seems to be the author’s perspective toward the Vietnamese people? What specific words or phrases in this section led you to infer that perspective?

The author’s perspective is shown through the use of this phrase because gracious means _____. Some other words that show this perspective

Summary: The main idea of this section of the text. (Write a complete sentence).

The main idea of Section 1 is _____

Connection: This part of the article helps us understand the following about Ha or her situation:

This part of the article helps us understand _____,
which is currently affecting Ha and her family. One example of this is when

Another example of this is when _____



Teacher Directions:

Provide the following enhancement activity for students who need more help with the concept of historical fiction.

1. Provide or ask students to brainstorm the definition of Historical Fiction.
2. Provide or ask students to brainstorm a list of books, stories, or movies that qualify as historical fiction. Guide them through a discussion of those stories' similar qualities.
3. Ask students to discuss or brainstorm the qualities of Historical Non-Fiction.
4. Guide students through the process of creating a Venn Diagram similar to the one below.

Venn Diagram

