

2015-16

*Inside Out
& Back Again*

*ELA Grade 8:
Module One*

Name: _____

Period: _____



<p>NYS P12 CCLS Assessed in This Module: Reading—Literature</p>	<p>Long-Term Learning Targets</p>
<ul style="list-style-type: none"> • RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> • I can cite text-based evidence that provides the strongest support for my analysis of literary text.
<ul style="list-style-type: none"> • RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. 	<ul style="list-style-type: none"> • I can analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.
<ul style="list-style-type: none"> • RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> • I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings) • I can analyze the impact of word choice on meaning and tone (analogies or allusions).
<ul style="list-style-type: none"> • RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 	<ul style="list-style-type: none"> • I can compare and contrast the structure of multiple texts. • I can analyze how different structures impact meaning and style of a text.
<ul style="list-style-type: none"> • RL.8.6a. Analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures. 	<ul style="list-style-type: none"> • I can analyze full-length novels, short stories, poems, and other genres by authors who represent diverse world cultures.
<ul style="list-style-type: none"> • RL.8.11. Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations. 	<ul style="list-style-type: none"> • I can interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.



NYSP12 CCLS Assessed in This Module: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> I can cite text-based evidence that provides the strongest support for an analysis of informational text.
<ul style="list-style-type: none"> RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 	<ul style="list-style-type: none"> I can determine a theme or the central ideas of an informational text. I can analyze the development of a theme or central idea throughout the text (including its relationship to supporting ideas). I can objectively summarize informational text.
<ul style="list-style-type: none"> RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> I can analyze the connections and distinctions between individuals, ideas or events in a text.
<ul style="list-style-type: none"> RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> I can determine the meaning of words and phrases in text (figurative, connotative, and technical meanings). I can analyze the impact of word choice on meaning and tone (analogies or allusions).



NYSP12 CCLS Assessed in This Module: Writing

- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Long-Term Learning Targets

- I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.



<p>NYS P12 CCLS Assessed in This Module: Writing</p>	<p>Long-Term Learning Targets</p>
<ul style="list-style-type: none"> • W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view, and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 	<ul style="list-style-type: none"> • I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense.
<ul style="list-style-type: none"> • W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 	<ul style="list-style-type: none"> • I can produce clear and coherent writing that is appropriate to task, purpose and audience.
<ul style="list-style-type: none"> • W.8.4a. Produce text (print or nonprint) that explores a variety of cultures and perspectives. 	<ul style="list-style-type: none"> • I can produce text (print or nonprint) that explores a variety of cultures and perspectives.
<ul style="list-style-type: none"> • W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 	<ul style="list-style-type: none"> • With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed.



<p>NYS P12 CCLS Assessed in This Module: Writing</p>	<p>Long-Term Learning Targets</p>
<ul style="list-style-type: none"> W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 	<ul style="list-style-type: none"> I can conduct short research projects to answer a question (including a self-generated question). I can use several sources in my research. I can generate additional research questions for further exploration.
<ul style="list-style-type: none"> W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). 	<ul style="list-style-type: none"> I can use evidence from literary or informational texts to support analysis, reflection, and research.
<ul style="list-style-type: none"> W.8.11b. Create poetry, stories, plays, and other literary forms (eg. videos, art work). 	<ul style="list-style-type: none"> I can write stories, plays, and other works in response to what I have read in literature.



NYSP12 CCLS Assessed in This Module: Speaking & Listening

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on eighth-grade topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Long-Term Learning Targets

- I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues.
- I can express my own ideas clearly during discussions.
- I can build on others' ideas during discussions.



NYS P12 CCLS Assessed in This Module: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Form and use verbs in the active and passive voice. b. Recognize and correct inappropriate shifts in verb voice and mood. 	<ul style="list-style-type: none"> • I can use correct grammar and usage when writing or speaking.
<ul style="list-style-type: none"> • L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Spell correctly. 	<ul style="list-style-type: none"> • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.
<ul style="list-style-type: none"> • L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 	<ul style="list-style-type: none"> • I can use a variety of strategies to determine the meaning of unknown words or phrases.



NYSP/2 CCLS Assessed in This Module: Language	Long-Term Learning Targets
<ul style="list-style-type: none">L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ul style="list-style-type: none">Interpret figures of speech (e.g., verbal irony, puns) in context.Use the relationship between particular words to better understand each of the words.Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none">I can analyze figurative language, word relationships, and nuances in word meanings.
<ul style="list-style-type: none">L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none">I can accurately use eighth-grade academic vocabulary to express my ideas.I can use resources to build my vocabulary.

Things Close Readers Do:

- * Get the gist—figure out what the text is mostly about.
- * Ask questions? Reread.
- * Cite evidence.
- * Use details from the text to make inferences.
- * Use context clues to figure out word meanings.
- * Talk with others about the text.
- * Notice details
- * Answer questions based on the text
- * Pay attention to text structure: titles and headings
- * Consider author's purpose/perspective.
- * Pay attention to how the author's word choice contributes to tone and meaning.



I notice ...	I wonder ...

Notes: Who is Ha?

(What have I learned about Ha from the novel so far?)

<i>Detail/ Evidence</i> Information about Ha	<i>Page</i>	<i>Inference/ Reasoning</i> What this shows about Ha's interests, traits, values or beliefs.
<i>"Now I am ten"</i>	1	<i>She is on the edge of growing up. She's not really a child anymore, but she's not a teenager, either.</i>

Notes: Who is Ha?

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Text-Dependent Questions: “1975: Year of the Cat”

1. Tet is a special day. When is Tet, and what two events are celebrated on Tet?
2. How does the family celebrate Tet?
3. So, how does this special day affect the other days?
4. What does the narrator (Ha) do that might bring bad luck?
5. What can you infer about the narrator based on this action? In other words, what can you figure out about her, based on what you see in the text, and what you already know?



1. How do the events in this poem connect to the first poem we read, “1975: Year of the Cat,” and the title of the novel, *Inside Out & Back Again*?
2. What does the fortune-teller foretell about the family’s future?
3. Ha lives in a war-torn country. How does she hope her life will be turned inside out?
4. Ha knows that ‘inside out’ probably means something different. What will probably happen?



Reread pages 4–9 of *Inside Out & Back Again*, from “Inside Out” through “Papaya Tree.”

What kind of person is Ha? Use specific evidence from the text to write a paragraph in which you discuss one of Ha’s personality traits.

You may use your text and the notes you collected in your journal or note-catchers to help you write this paragraph. A complete paragraph will meet all criteria:

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
 - * A focus statement
 - * At least three pieces of specific evidence from the text
 - * For each piece of evidence, an analysis or explanation: what does this evidence mean?
 - * A concluding sentence

Quick Write Scoring Rubric

Required Components	Self-Evaluation	Teacher Evaluation
Did I include an appropriate and complete focus statement? (2 points)		
Did I include a piece of specific evidence from the text (including a thorough explanation or analysis explaining the meaning of the cited evidence) that supports the focus statement? (2 points)		
Did I include a <u>second</u> piece of specific evidence from the text (including a thorough explanation or analysis explaining the meaning of the cited evidence) that supports the focus statement? (2 points)		
Did I include a <u>third</u> piece of specific evidence from the text (including a thorough explanation or analysis explaining the meaning of the cited evidence) that supports the focus statement? (2 points)		
Did I include a strong concluding sentence that reflects what I wrote? The conclusion sentence should not be a repetition of the focus statement. (2 points)		
Total	_____/10	_____/10

Paragraph Writing Graphic Organizer

Topic Sentence/Claim: (The main point you are making in your paragraph—your answer/response to the prompt)

Use transition

Reason #1 supporting your claim

Direct Quote (your evidence) with explanation of how the quote supports your claim.

Use transition

Reason #2 supporting your claim

Direct Quote (your evidence) with explanation of how the quote supports your claim.

Use transition

Reason #3 supporting your claim

Direct Quote (your evidence) with explanation of how the quote supports your claim.

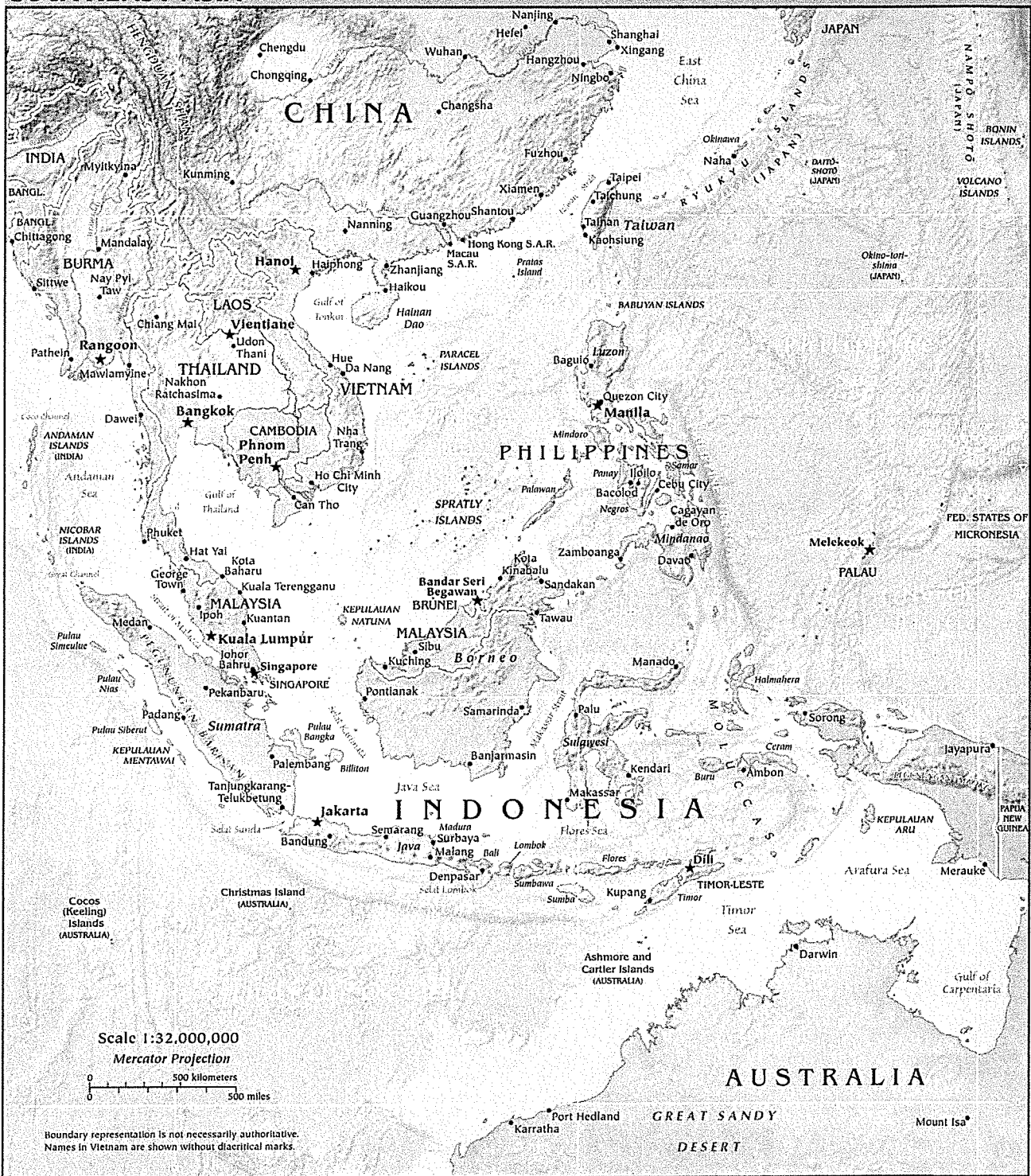
Concluding Sentence: (Bring all of your ideas together in this paragraph with a final statement that connects to your topic sentence)



1. How did the papaya tree begin to grow? Was the planting of the tree intentional or a careless act? How do you know this?

2. From youngest to oldest, Ha describes what each brother sees on the tree. What is the pattern she describes?
3. Ha vows to be the first to *witness*, or observe, the ripening of the papaya fruit. What does the word *vows* mean in this context? Where else did we read that Ha wanted to be the first at something instead of her oldest brother?
4. What can you infer or conclude about Ha’s character based on the incidents she describes in these two poems?

SOUTHEAST ASIA





History

THE VIETNAM WARS

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*



Manier Dumas Collection of Vietnamese Art, Yale University Library

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

The warrior tradition: Trieu Au fought the Chinese in 248 A.D.

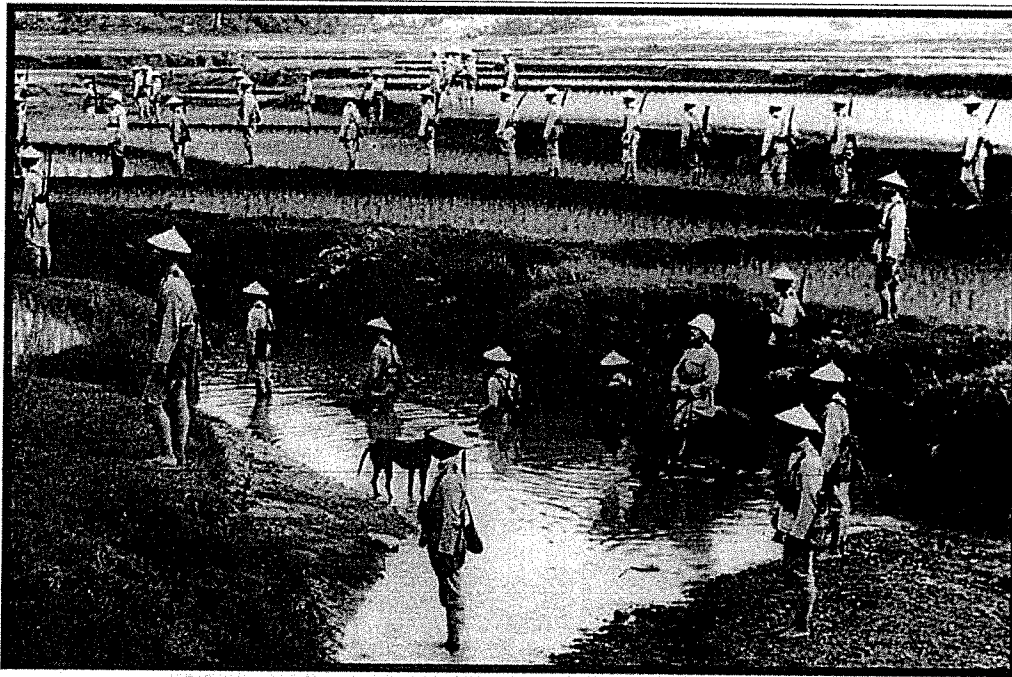
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GRADE 8, MODULE 1: UNIT 1, LESSON 6

“The Vietnam Wars”



Wade Wood/Photo

A new master: From his horse in the rice paddies, a French officer trains Vietnamese troops to defend French interests in Vietnam.

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.

**“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 slavlike 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.”

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

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GRADE 8, MODULE 1: UNIT 1, LESSON 6

“The Vietnam Wars”

Chamras



Victory at last: A century of French rule ends with General Vo Nguyen Giap's men leading a column of French prisoners away from Dien Bien Phu.

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.

Architect of Vietnamese independence: Ho Chi Minh.



Photo from Three Lines

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.

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

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“The Vietnam Wars”



New uniforms, old story: Two Vietnamese women pass a column of American Marines on patrol near Da Nang Air Force Base in 1965.

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 villagers, 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 in 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.

*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,

Fiery omen: Flames consume a Buddhist monk, in Saigon, in the first of several suicide protests against the U.S.-backed regime of Ngo Dinh Diem.

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



United Press International Photo

Associated Press Photo

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GRADE 8, MODULE 1: UNIT 1, LESSON 6

“The Vietnam Wars”

money into Diem’s failing 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 fruit-

less 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.

In the end: In April 1975, North Vietnamese troops ride victorious through the streets of Saigon, while the last U.S. soldiers and diplomats escape from the roof of the American Embassy.



Paula/ONYX/VA

UPI/Herman

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What are the dates of this section?

Questions	Notes
<p>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?</p>	
<p>2. In paragraph 1 of this section, what do you think the phrase <i>forged in the crucible of war</i> means?</p>	
<p>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?</p>	
<p>4. In paragraph 3 of this section, the author describes a <i>pantheon</i> and <i>string</i> of war heroes. The word <i>pantheon</i> means 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>	



Questions	Notes
<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>	
<p>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?</p>	



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:



What are the dates of this section?

Questions	Notes
1. In paragraph 1 of this section, it says that Vietnam’s emperor was “ <i>wary</i> that the Frenchman’s religion was just the <i>calling card</i> for an invasive force.” A calling card is like a written note to say you have been there. Based on context clues, what do you think <i>wary</i> means?	
2. In paragraph 4 of this section, it says that the French “misread their colonial subjects” and that the Vietnamese “ <i>spurned</i> slavery.” Using context clues, what do these words mean? What do these particular words help the reader understand about the relationship between the Vietnamese and the French?	
3. The author titled this section “Everything Tends to Ruin.” What does the word <i>tend</i> mean in this context? Why did the author of this article choose this subtitle for this section? What is “ruined”? Who is doing the “ruining”?	
4. CHALLENGE: 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?	



Main idea: This section is mostly about.... (Write a complete sentence.)



What are the dates of this section?

Questions	Notes
1. In paragraph 1 of this section, it says, “The <i>time was ripe</i> In the <i>tumult</i> of World War II, the Japanese had swept through most of Southeast Asia, replacing the French in Vietnam with their own colonial troops.” Based on what you can figure out about these three key vocabulary words, explain what happened.	
2. Cite specific details from the text that describe Ho Chi Minh.	
3. Focus on paragraph 2. Paraphrase (write in your own words) what Ho Chi Minh wanted for the Vietnamese.	
4. In paragraph 3, the author states that Ho Chi Minh “ <i>asserted</i> that all men have a right to ‘life, liberty, and the pursuit of happiness.’” THINK: Why might Ho Chi Minh have chosen to quote from the Declaration of Independence?	
5. CHALLENGE: 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?	



Main idea: This section is mostly about.... (Write a complete sentence.)



What are the dates of this section?

Questions	Notes
1. In paragraph 1 of this section, it says that after World War II, the Vietnamese had “their hopes <i>kindled</i> .” Based on context clues, what do you think this word means the Vietnamese were feeling? How did things turn out?	
2. Based on paragraph 2 of this section, what was Ho Chi Minh fighting for? Whom was he fighting?	
3. In paragraph 2 of this section, the author states that Ho Chi Minh “ <i>appealed</i> several times to the U.S. for help, but <i>to no avail</i> .” And in paragraph 4 of this section it says, “The U.S., <i>committed to containing</i> the spread of Communism, <i>backed</i> the French.” Based on what you can figure out about these key vocabulary words, explain what happened.	
4. CHALLENGE: 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?	



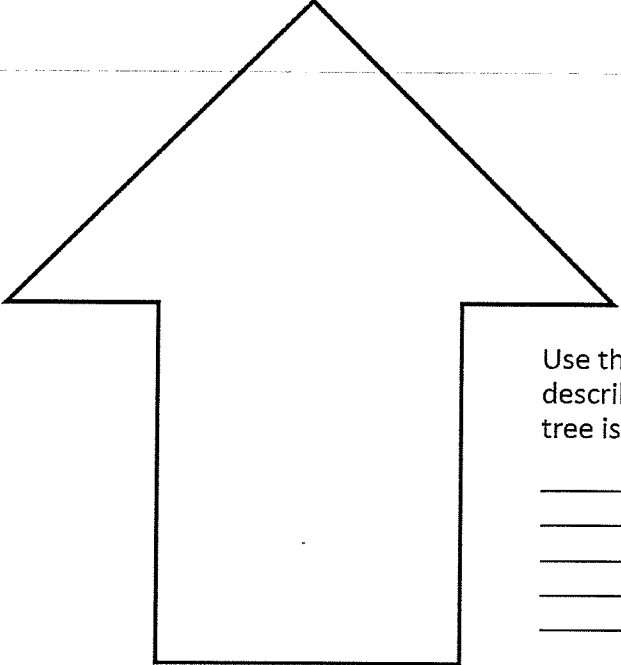
Summary: The main idea of this section of the text. (Write a complete sentence.)



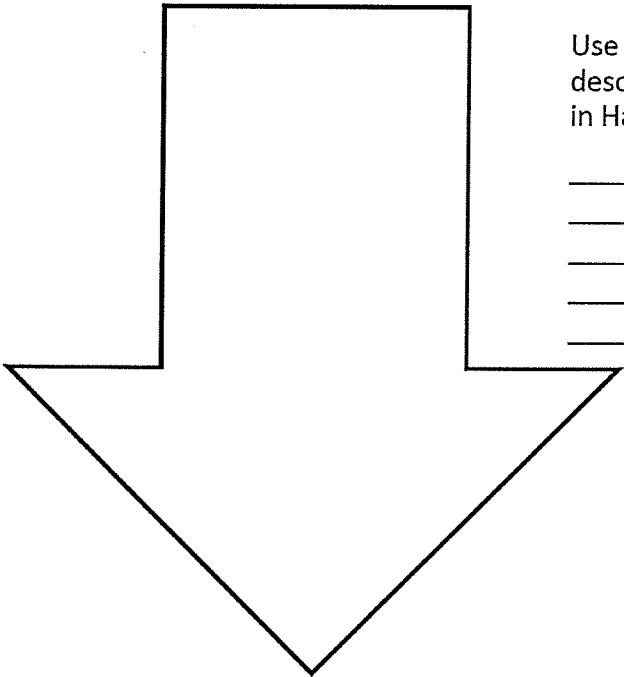
GRADE 8, MODULE 1: UNIT 1, LESSON 8

Double Arrow Graphic Organizer

Directions: Reread "Two More Papayas"(pg. 21) and "Promises"(pg. 41). Describe from the text how the papaya tree is growing.



Use these details to describe how the papaya tree is growing.



Use these details to describe the war situation in Ha's country.

Directions: Reread "TV News"(pg. 24-25) and "Closed Too Soon"(pg. 38-39) Inside the arrow, write down key incidents that show how the war in Vietnam is getting worse and increasingly dangerous for Ha and her family.

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Based on the poems on pages 42–47, what is the decision Ha's family is trying to make? Is this decision challenging for them? Why or why not? Write a complete paragraph in which you explain your answer using specific details from the text.

You may use your text and the notes you collected in your journal or note-catchers to help you write this paragraph. A complete paragraph will meet all criteria:

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
 - * A focus statement
 - * At least three pieces of specific evidence from the text
 - * For each piece of evidence, an analysis or explanation: what does this evidence mean?
 - * A concluding sentence

Paragraph Writing Graphic Organizer

Topic Sentence/Claim: (The main point you are making in your paragraph—your answer/response to the prompt)

Use transition

Reason #1 supporting your claim

Direct Quote (your evidence) with explanation of how the quote supports your claim.

Use transition

Reason #2 supporting your claim

Direct Quote (your evidence) with explanation of how the quote supports your claim.

Use transition

Reason #3 supporting your claim

Direct Quote (your evidence) with explanation of how the quote supports your claim.

Concluding **S**entence: (Bring all of your ideas together in this paragraph with a final statement that connects to your topic sentence)



Name:	
Date:	

Character	Possessions left behind + specific details from the text about that possession	What do these possessions tell you about this character?	How do you know?
Ha	<p>Papaya tree</p> <p>It has grown twice as tall as Ha (page 8)</p> <p>She wants to be the first one to see the fruit ripen (page 9)</p>	<p>This tells me that Ha values living things, is patient regarding things she loves and cares for, enjoys a reward for her time and care of something, and is hopeful.</p>	<p>I know this because she writes about the papaya tree so much, is careful about watching it grow, notices all of the small changes as it grows, and is eager for the delicious fruit. We also talked about how the papaya tree is a symbol for hope.</p>
Brother Quang			
Brother Vu			
Brother Khoi			
Mother			

What can you infer about Ha from how she describes her family members?



The title of the poem you just studied is “Left Behind.” For the specific character you studied during our Jigsaw activity today, explain the more symbolic aspect of what that person had to leave behind.

Write a complete paragraph in which you use specific evidence to support your thinking. You may use your text and the notes you collected in your journal or note-catchers to help you write this paragraph. A complete paragraph will meet all criteria:

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
 - * A focus statement
 - * At least three pieces of specific evidence from the text
 - * For each piece of evidence, an analysis or explanation: what does this evidence mean?
 - * A concluding sentence

This QuickWrite is hard! Give it a try. Read the example below. This may help you get started.

Example:

Remember that in a previous lesson, we talked about the papaya tree being a *symbol* of hope. Below is a paragraph explaining what the papaya tree *symbolizes* for Ha.

When Ha had to say goodbye to the papaya tree by her house, it’s like she had to say goodbye to hope. In one of the very first poems, Ha said she likes to get up early in the morning to see the dew on the tree. She said, “I will be the first one to witness its ripening” (page 9). The word ripening makes it sound like something very good is happening with the tree: it is healthy and growing. In the poem “Two More Papayas,” she keeps watching for new papayas to grow on the tree, and is excited. She says, “I will see them first” and will eat their “thrilling chews” (page 21). But then when things get really dangerous and they decide to leave, they decide to cut the papaya tree down. It is “wet and crying.” It’s almost like Ha is crying too.

tone = speaker's attitude

POSITIVE TONE WORDS		NEUTRAL (+, -, or neutral)		NEGATIVE TONE WORDS
admiring	hilarious	commanding		abhorring
adoring	hopeful	direct		acerbic
affectionate	humorous	impartial		ambiguous
appreciative	interested	indirect		ambivalent
approving	introspective	meditative		angry
bemused	joyful	objective		annoyed
benevolent	joyful	questioning		antagonistic
blithe	laudatory	speculative		anxious
calm	light	unambiguous		apathetic
casual	lively	unconcerned		apprehensive
celebratory	mirthful	understated		belligerent
cheerful	modest			bewildered
comforting	nostalgic			biting
comic	optimistic			bitter
compassionate	passionate			blunt
complimentary	placid			bossy
conciliatory	playful			cold
confident	poignant			conceited
contented	proud			condescending
delightful	reassuring			confused
earnest	reflective			contemptuous
ebullient	relaxed			curt
ecstatic	respectful			cynical
effusive	reverent			demanding
elated	romantic			depressed
empathetic	sanguine			derisive
encouraging	scholarly			derogatory
euphoric	self-assured			desolate
excited	sentimental			despairing
exhilarated	serene			desperate
expectant	silly			detached
facetious	sprightly			diabolic
fervent	straightforward			disappointed
flippant	sympathetic			disliking
forthright	tender			disrespectful
friendly	tranquil			doubtful
funny	whimsical			embarrassed
gleeful	wistful			enraged
gushy	worshipful			evasive
happy	zealous			fatalistic
				fearful
				forceful
				foreboding
				frantic
				frightened
				frustrated
				furios
				gloomy
				grave
				greedy
				grim
				harsh
				haughty
				holier-than-thou
				hopeless
				hostile
				impatient
				incredulous
				indifferent
				indignant
				inflammatory
				insecure
				insolent
				irreverent
				lethargic
				melancholy
				mischievous
				miserable
				mocking
				mournful
				nervous
				ominous
				outraged
				paranoid
				pathetic
				patronizing
				pedantic
				pensive
				pessimistic
				pretentious
				psychotic
				resigned
				reficent
				sarcastic
				sardonic
				scornful
				self-deprecating
				selfish
				serious
				severe
				sinister
				skeptical
				sly
				solemn
				somber
				stern
				stolid
				stressful
				strident
				suspicious
				tense
				threatening
				tragic
				uncertain
				uneasy
				unfriendly
				unsympathetic
				upset
				violent
				wry

mood = emotional effect that the text creates for the audience

POSITIVE MOOD WORDS		NEGATIVE MOOD WORDS	
amused	jubilant	aggravated	insidious
awed	liberating	annoyed	intimidated
bouncy	light-hearted	anxious	irate
calm	loving	apathetic	irritated
cheerful	mellow	apprehensive	jealous
chipper	nostalgic	barren	lethargic
confident	optimistic	brooding	lonely
contemplative	passionate	cold	melancholic
content	peaceful	confining	merciless
determined	playful	confused	moody
dignified	pleased	cranky	morose
dreamy	refreshed	crushed	nauseated
ecstatic	rejuvenated	cynical	nervous
empowered	relaxed	depressed	nightmarish
energetic	relieved	desolate	numb
enlightened	satiated	disappointed	overwhelmed
enthralled	satisfied	discontented	painful
excited	sentimental	distressed	pensive
exhilarated	silly	drained	pessimistic
flirty	surprised	dreary	predatory
giddy	sympathetic	embarrassed	rejected
grateful	thankful	enraged	restless
harmonious	thoughtful	envious	scared
hopeful	touched	exhausted	serious
hyper	trustful	fatalistic	sick
idyllic	vivacious	foreboding	somber
joyous	warm	frustrated	stressed
	welcoming	futile	suspenseful
		gloomy	tense
		grumpy	terrifying
		haunting	threatening
		heartbroken	uncomfortable
		hopeless	vengeful
		hostile	violent
		indifferent	worried
		infuriated	



Text:		
<p>Word Choice/Text Details What are some specific images, words, and phrases the author uses that strike you emotionally and give you a feeling of the events described in the text?</p>	<p>Labeling the Feeling For each word or phrase, label the emotion or feeling it conveys.</p>	<p>Tone Based on the images, words, and phrases you have selected, describe the tone of the text with one word.</p>
<p>(Practice with stanza 4) “Brother Vu chops; the head falls; a silver blade slices.”</p>		
<p>(Practice with last stanza)</p>		<p>Hint: What is another word for “cluster”? For “spill”? For “wet”? If the author had used those words, would the tone have changed? Why or why not?</p>
<p>(Choose another stanza and try on your own!)</p>		

Meaning: How do those specific word choices and tone contribute to the meaning?

In the end of the poem “Wet and Crying,” what has happened to hope? How does the author’s specific word choice help us understand the main message of this poem?



GRADE 8, MODULE 1: UNIT 1, LESSON 12

QuickWrite 7: What happens to hope?

Throughout our reading of *Inside Out & Back Again*, we have discussed that the papaya is a symbol of hope. At the end of the poem “Wet and Crying,” what has happened to hope? How does the author’s specific word choice help us understand the main message of this poem? Use specific evidence from the text to write a paragraph that answers this question.

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
 - * A focus statement
 - * At least three pieces of specific evidence from the text
 - * For each piece of evidence, an analysis or explanation: what does this evidence mean?
 - * A concluding sentence

Paragraph Writing Graphic Organizer

Topic Sentence/Claim: (The main point you are making in your paragraph—your answer/response to the prompt)

Use transition

Reason #1 supporting your claim

Direct Quote (your evidence) with explanation of how the quote supports your claim.

Use transition

Reason #2 supporting your claim

Direct Quote (your evidence) with explanation of how the quote supports your claim.

Use transition

Reason #3 supporting your claim

Direct Quote (your evidence) with explanation of how the quote supports your claim.

Concluding **S**entence: (Bring all of your ideas together in this paragraph with a final statement that connects to your topic sentence)



Text: Poem, "Saigon Is Gone"		
Word Choice/Text Details What are some specific images, words, and phrases the author uses that strike you emotionally and give you a feeling of the events described in the text?	Labeling the Feeling For each word or phrase, label the emotion or feeling it conveys.	Tone Based on the images, words, and phrases you have selected, describe the tone of the text with one word.

Meaning: How do those specific word choices and tone contribute to the meaning?

Structured Notes Graphic Organizer

Key Detail	Page #	What challenges does Ha face fleeing home? How do the challenges reveal her dynamic character?	Vocabulary and Word Choice

Structured Notes Graphic Organizer

Key Detail	Page #	What challenges does Ha face fleeing home? How do the challenges reveal her dynamic character?	Vocabulary and Word Choice



GRADE 8, MODULE 1: UNIT 2, LESSON 2

“Last Respects” Note-catcher

Part B: Use the clues in the text and your knowledge of Ha to answer these questions:

1. What two objects does Ha place in the white handkerchief?

2. Why are these objects important to Ha and her brother?

- a. They are the finest the family had in South Vietnam.
- b. They important for their survival in a new country.
- c. They represent their old life in South Vietnam.
- d. They were given to them by their mother.

3. What is the strongest evidence from the text to support your answer to Question 2? Why?

4. What does the sinking bundle *symbolize*?

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Why did Ha's family flee? What challenges did they face?	Strongest evidence from the text



By Fox Butterfield
Special to The New York Times
April 24, 1975

Saigon, South Vietnam, Thursday, April 24—Panic is clearly visible in Saigon now as thousands of Vietnamese try desperately to find ways to flee their country.

There are few exits left, and most involve knowing or working for Americans. United States Air Force C-141 jet transports took off all day and night from the Tan Son Nhut air base, the lucky passengers heading for Clark Air Base in the Philippines or for Andersen Air Force Base on Guam.

Others, not so lucky, rushed to drug stores to buy quantities of sleeping pills and tranquilizers, with which they could commit suicide if the worst came to pass.

Still others, trying to get a seat aboard one of the planes, offered everything they had.

A young American-trained economist who works for the Deputy Premier in charge of economic development asked an American friend to marry his wife, who is three months pregnant, and take her to the United States with him. "I will pay you \$10,000," the Vietnamese said.

Under South Vietnam's stringent **emigration** law, about the only legal way for a citizen to go abroad since the Communist offensive began last month is to be married to a foreigner.

A South Vietnamese Army captain succeeded in getting his young son aboard an American plane by forging a birth certificate and persuading a Vietnamese neighbor who was a secretary in the American Defense Attache's Office to take him as her son. The office has been evacuating its Vietnamese employees for a week and the embassy is doing the same today.

The captain later asked an American acquaintance to mail a letter to his sister, who is married to a former G.I. in Lodi, N.J. "Please take care of my son," he wrote. "Quan is the last drop of blood in our family. If you have time, pray for us."

Although anxiety over the fate of Saigon had been building with the Communists' **inexorable** advance down the length of the country since last month, real panic erupted only after President Nguyen Van Thieu's resignation Monday. It was fueled yesterday by reports of military clashes on the edge of the city and by new rumors about what the Communists will do when they take control.

According to military informants, a small Communist team attacked the Phu Lam communications base on the southern edge of Saigon yesterday. They reportedly did little damage to the large base, which is only four or five miles from the center of the city, but the police and soldiers guarding the area fled into Saigon.



In Saigon, three civilians were killed and three others were wounded last night when an explosion caused by a hand grenade ripped through a crowded food market. It was not clear whether Communist terrorists or renegade Saigon troops were responsible.

‘This Is My Country’

Many Vietnamese repeated tales about what the Communists planned to do. One was that every unmarried girl would be forced to yield herself to ten “comrades.” Another was that the Vietcong had issued warnings that 16 prominent writers would have to “cleanse their consciences with blood.”

There were those among Saigon’s two million to three million inhabitants—the already jammed city has been swollen by a vast, uncountable number of refugees just in the past month—who said they would remain and go about their lives.

“This is my country, I am a Vietnamese,” a journalist remarked. “My pride in being a Vietnamese is greater than my concern about politics.”

Though stores were still doing business and young people jammed the downtown movie theaters from 9 A.M. until the curfew at 8 P.M., there were widespread signs of fear.

The black-market rate for the American dollar jumped from 2,000 piasters to 3,800 against a legal rate of 755. Some Vietnamese stopped Americans they had never seen before and pleaded for the affidavits of support required for visas from the United States Consulate.

Policy More Flexible

Under a flexible policy adopted over the past week, the consulate is granting visas to almost any Vietnamese who can produce evidence that an American will finance his transportation to the United States and his resettlement.

With a “guaranteed dependent status” form from the consulate, Vietnamese can then apply at the Defense Attache’s office for a military flight to the United States. They can also pick up expedited exit permits from the Vietnamese Ministry of the Interior, which has opened a special branch at the American compound.

According to a spokesman for the embassy—one of the few still open—there are only 1,500 to 1,800 Americans left in Vietnam; there were 7,500 at the end of March.

About 300 of the Americans still here are believed to have arrived over the past week to pick up Vietnamese wives, friends and other dependents.

The embassy spokesman said he did not know how many Americans left yesterday, but he added that there had been at least 15 flights by the large Lockheed transports, which can hold 100 to 150 passengers depending on seating.



Most of those who left yesterday appeared to be Vietnamese. Hundreds of other Vietnamese milled about the entrance to Tan Son Nhut in the afternoon, standing in the broiling sun with small bags, holding their few belongings (**evacuees** were advised to carry only one small bag apiece).

The hasty departures of so many after three decades of war were accompanied by poignant scenes.

A South Vietnamese major stationed in Tay Ninh, northwest of Saigon, called the office of an American company for which his son-in-law worked to find out if his wife had been evacuated. When he found out that she and other members of his family had indeed left, he began to weep.

"I don't drink, I don't smoke, there is nothing else for me to do but cry," said the major, whose unit, the 25th Division, has been fighting heavily for six weeks.

"I called hoping that I could speak to her one more time," he added. "Now I will never talk to her again."

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1. Directions: In the chart below, identify two examples of why refugees fled and the challenges they faced.

Why did many people from South Vietnam flee? What challenges did they face?	Strongest evidence from the text

2. Find and circle these four words in the text: *inexorable*, *stringent*, *emigration*, *evacuees*.
(We will talk about these words as a class.)

3. According to the article, what event led to panic as Vietnamese tried to leave the country in April 1975?

- a. Approximately 6,000 Americans left Vietnam between March and April 1975.
- b. President Nguyen Van Thieu resigned.
- c. A small communist team attacked the Phu Lam communications base on the southern edge of Saigon.
- d. The black market rate for the American dollar jumped from 2,000 piasters to 3,800 against a legal rate of 7.

4. (For homework): What specific challenges did the South Vietnamese face as they tried to flee Vietnam? Cite your strongest evidence to explain your answer.



GRADE 8, MODULE 1: UNIT 2, LESSON 6

"Children of War"

SOCIOLOGY

Children of War

Four teenage refugees from Bosnia talk to UPDATE about the hardships of life during wartime, and the experience of escaping to America.

By Arthur Brice

The war in the Balkans has caused grievous suffering for millions of people. Since the war began two years ago, more than 200,000 people have been killed, while another 2 million have been driven from their homes. As in most wars, young people suffered their share, even though they didn't start the war and are too young to fight in it. A recent Harvard study estimates

that 30,000 children have been killed. Tens of thousands more have been orphaned. And nearly 25 percent of all the refugees created by the war are between the ages of 10 and 17.

Although all ethnic groups in Bosnia have been affected by the war, the hardest hit have been Muslims. Today, tens of thousands of young Muslim war victims are languishing in refugee camps in Croatia, hoping eventually to make it to safety in another country. Last year, the U.S. admitted 3,000 of these refugees. In late February, UPDATE went to Stone Mountain, Georgia, near Atlanta, to talk to four recently arrived teenage Muslim refugees about their experiences and about life in their new country.

Seventeen-year-old Amela Kamenica and her 15-year-old brother, Emir, were born and raised in Sarajevo. Their father, an economics professor, was kidnapped and killed by Serb forces in 1992. They live with their mother.

Elma Brokovic, 14, is also from Sarajevo, and, with her mother, shares an apartment with the Kamenicas.

Emil Hadzic, 14, was born in Prijedor, Bosnia, and has lived in both Bosnia and Croatia. He lives with his father; his mother remains in Croatia.

All four teenagers arrived in the U.S. four months ago, after spending a year in a refugee camp in Croatia. Today, they attend Clarkson High School in Stone Mountain.

What was life like before the war?
Amela: It was great. We could go out at midnight and walk the streets [of



"After I found out about my father's death, everything seemed so useless. I couldn't see any future for myself. I wasn't the same person anymore."

—Amela Kamenica, 17

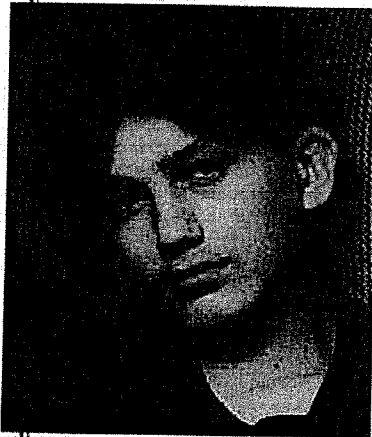
Sarajevo] freely, and nothing would ever happen to anybody. We would go skiing every winter and to the seaside every summer. In those days, there weren't any problems. You really could enjoy life.

Emir: Yes, before the war, life was good. My father had a good job and we had lots of money. Every year we would travel to foreign countries. We would go to Russia, Bulgaria, Hungary—all over.

Elma: It seemed like we had no worries. I had lots of friends and we would all go skiing in the mountains. It was safe in Bosnia in those days. Bosnia was a wonderful place to live. How did the war change your lives?

Emir: After the war started, you could not even go out of your house. I had to crawl through my apartment on my hands and knees or risk getting shot. I slept in the bathtub for days, because that was the only place where you

Photos by Camis Compton



"To me, the war just meant changing my friends and where I lived. But my father was affected much more. He was held in a concentration camp."

—Emil Hadzic, 14

MARCH 25, 1994 ■ 25

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GRADE 8, MODULE 1: UNIT 2, LESSON 6

"Children of War"



"I learned to live for the moment. I would think to myself, 'If I don't get shot today, I'll live tomorrow.' You just want to survive this day."

—Emir Kamunica, 15

we were totally safe from bullets. I learned to live for the moment. I would think to myself, "If I don't get shot today, I'll live tomorrow." You just want to survive this day.

Emir: Everything completely changed. One minute we had everything, then we had nothing.

Emil: To me, the war just meant changing my friends and where I lived. When war broke out in Croatia, I went to Bosnia with my father. When war broke out in Bosnia, I went to Croatia with my mother. But the war affected my father much more, because he was held for seven months in a concentration camp, and he went a little crazy.

Amela: Before the war I really enjoyed life. But after I found out about my father's death, everything seemed so useless. I couldn't see any future for myself. I didn't know where I was going. I wasn't the same person anymore.

How did your father die?

Emir: When the war started, the Serb army occupied part of the town we lived in. They came into our homes

and said they had established a new government. They told us not to go out, and to leave our doors open so they could come in and search for weapons. That happened in April 1992. In May, my mom, my sister, and I tried to escape from that part of town while our dad stayed [behind at the house]. We were walking on this bridge over the river and [the Serbs] started shooting. So we ran away until we came to relatives who lived in another part of town. There was not much food there, so we decided we had to go to Croatia.

We got two letters from my dad. The [Serbs] had set up concentration camps where people lived in their own apartments but the whole day had to work for the Serbs. Then we got a letter from a lady in Serbia who was our contact with him, and she said he had been killed.

Amela: He was being watched for days before he was killed, and one day he went to work and didn't come back. The truth probably is that he tried to escape because he was beaten so many times. He was supposed to have his 45th birthday in January.

What are your lives like in the U.S.?

Amela: I like it better than being a refugee in Croatia. Here, people don't judge you by your religion. When I say that I'm a Muslim, they don't react like, "Oh, I don't want to be with you, I don't want to be your friend because you're Muslim." Some people here don't even know

where Bosnia is, but they're really nice and try to help. Things are getting better because we can go to school. We couldn't go to school in Croatia because we are Muslims.

But I miss my friends in Sarajevo. They write me, telling me how they don't have anything to eat, and about their troubled lives. Sometimes I wish I'd stayed there, watching the war, rather than being here, safe, but without friends.

How does life here compare to life in Bosnia?

Emir: It's good now. It's not as good as it was in Bosnia, but better than Croatia. I lived under Communism for 14 years. Nobody I knew practiced religion. And then suddenly they tried to kill me because of religion. Here, I don't have that problem anymore.

Emir: I expected more.

Amela: She thought she would have a boyfriend and a good car. (All laugh.)

Emil: She thought she was going to live in Beverly Hills. (Laughter.)

Which were you thinking?

Emir: I was thinking about all of that. (Laughter.)

Emir: Every movie you watched was recorded in L.A. California beaches and girls. (Laughter.)

Amela: That's a fact. All you know about the U.S. is from the movies.

When you think of the future, what do you think?

Emir: I'm just hoping war will stop and I'll go to Bosnia soon.

Amela: My graduation is next year, so I have to think about college. I want to get my family here, or, if that doesn't happen, send them money because life is really hard there. I'm going back to visit to see my father's grave. But America is giving us a chance for a better future than we could have in Bosnia. ■

"It seemed like we had no worries. [Then] everything completely changed. One minute we had everything, then we had nothing."

—Emir Kamunica, 15





GRADE 8, MODULE 1: UNIT 2, LESSON 5

Fleeing Home Anchor Chart

(Blank example for teacher reference; to be created on chart paper to display in class)

What challenges do refugees face when fleeing home?	Strongest evidence from the text
Informational Texts	
Novel	

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Essay Prompt: Class Discussion Notes

Who is Ha before she flees?

How has Ha's life turned "inside out" (in both Vietnam AND Alabama)?

In what manner does Ha's life begin to turn "back again"?

Inside Out & Back Again Essay

Question: How has Ha's life been turned "inside out" and "back again"?

Introduction: An introduction provides the reader with the general idea about the content of your essay. In a *traditional essay*, an introduction will be 4-5 sentences in length.

Hook (capture the reader's attention):

Name the book and author and give **BRIEF** background information (characters, plot overview, etc.) about the book that is relevant to your claim—what you're proving:

Thesis/Claim—what you're proving in response to the prompt/focus question (i.e. Tell me how Ha's life has been turned inside out and back again in one sentence):

Conclusion (Last paragraph in essay): A conclusion provides the reader with your final thoughts regarding your essay's content. In a *traditional essay*, a conclusion will be 4-5 sentences in length.

Restate your thesis/claim (using DIFFERENT words):

Summarize your ideas/evidence, without using the same words:

Body Paragraph One: Who is Ha before she flees?

Directions: Follow the QuickWrite format to write ALL body paragraphs. Three details is the minimum requirement.

Topic Sentence/Claim:

Reason 1 (PAGE #s)

Reason 2 (PAGE #s)

Reason 3 (PAGE #s)

Direct Quote/Explain

Direct Quote/Explain

Direct Quote/Explain

Concluding Sentence:

Body Paragraph Two: How has Ha's life turned "inside out"? (Address both her life in Vietnam AND Alabama)

Directions: Follow the QuickWrite format to write ALL body paragraphs. Three details is the minimum requirement.

Topic Sentence/Claim:

Reason 1 (PAGE #s)

Reason 1 (PAGE #s)

Reason 1 (PAGE #s)

Direct Quote/Explain

Direct Quote/Explain

Direct Quote/Explain

Concluding Sentence:

Body Paragraph Three: In what manner does Ha's life begin to turn "back again"?

Directions: Follow the QuickWrite format to write ALL body paragraphs. Three details is the minimum requirement.

Topic Sentence/Claim:

Reason 1 (PAGE #s)

Reason 1 (PAGE #s)

Reason 1 (PAGE #s)

Direct Quote/Explain

Direct Quote/Explain

Direct Quote/Explain

Concluding Sentence:

Student Name _____

Modified NYS Writing Rubric

Score:	4	3	2	1
Content and Analysis: Is the assigned task complete? Are the details and evidence accurate and complete?	Clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose	Clearly introduce a topic in a manner that follows from the task and purpose	Introduce a topic in a manner that follows from the task and purpose	Introduce a topic in a manner that does not logically follow from the task and purpose, or a topic is not introduced.
Command of Evidence: Is there evidence to support the claims made?	In insightful analysis of the text(s). Develop the topic with a <i>variety</i> of relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s). Sustain the use of <i>varied</i> , relevant evidence (<i>strongest evidence</i>). Evidence clearly supports the concepts being explained.	Grade-appropriate analysis of the text(s). Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s). Sustain the use of relevant evidence, with some lack of variety. Evidence supports the concepts being explained.	Literal understanding of the text(s) or basic analysis. Develop the topic with some details and evidence from the text, but relevant evidence is used inconsistently. The strongest evidence is not sustained. Evidence sometimes supports the concepts being explained.	Lack of understanding. Demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant. Includes very few details and evidence from the text. Evidence rarely supports the concepts being explained. (Chosen evidence is weak in relation to topic.) Writing has very limited organization and is not easy to follow. Exhibit little attempt at organization, or attempts to organize are irrelevant to the task.
Organization: Is the writing easy to follow? Is it organized? Does it include transitions? Does it include a concluding statement?	Exhibit clear organization, with the skillful use of appropriate and varied transitions (and quote introductions) to create a unified whole and enhance meaning. Provide a concluding statement or section that is compelling and follows clearly from the topic and information presented.	Exhibit clear organization, with the use of appropriate transitions (and quote introductions) to create a unified whole. Provide a concluding statement or section that follows from the topic and information presented.	Exhibit some attempt at organization, with inconsistent use of transitions (and quote introductions). Writing includes a vague concluding statement that follows generally from the topic and information presented.	Writing has very limited organization and is not easy to follow. Exhibit little attempt at organization, or attempts to organize are irrelevant to the task. Provide a concluding statement or section that is illogical or unrelated to the topic and information presented
Control of Conventions: Is the writing easy to understand? Does it use proper grammar, punctuation, and spelling? Are there good word choices?	Writing includes proper grammar, capitalization, punctuation and spelling (very few errors). Establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice .	Writing contains occasional errors in grammar, capitalization, punctuation and spelling (some errors) that do not hinder comprehension. Establish and maintain a formal style using precise language and domain-specific vocabulary.	Writing contains some errors in grammar, capitalization, punctuation and spelling that hinder comprehension. Establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary.	Writing rarely contains proper grammar, capitalization, punctuation and spelling, with frequent errors that hinder comprehension. Lack a formal style, using language that is imprecise or inappropriate for the text(s) and task.

Your Score: _____

Grade Conversion Chart:

4+	4	3.5	3	2.5	2	1.5	1
100	95	90	85	80	75	65	60

NOTES

Lined area for notes, consisting of horizontal ruling lines.

