



WAKE COUNTY PUBLIC SCHOOL SYSTEM

Grade 8: Module 1

Student Workbook

I Notice / I Wonder Note-catcher

I notice ...	I wonder ...

“Inside Out” Text-Dependent Questions

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?

Based on what you have read so far in the novel, what can you infer about what will happen to Ha and her family? Be sure to use details from the text to support your answer.

I think that Ha’s family will have to deal with serious problems because of the war. She says that the fortune-teller “predicts our lives will twist inside out.” This means something big is going to change for them, probably not in a good way. She says “Maybe soldiers will no longer patrol our neighborhood,” but then in stanza three she says that something on the playground will be “smeared with blood.” These details about soldiers and blood make it sound really scary, like things are getting dangerous. And she says “the war is coming.” I think they are in danger.

QuickWrite 1:

What kind of person is Ha?

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

“Papaya Tree” Text-Dependent Questions

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?

- 1.
- 2.
2. From youngest to oldest, Ha describes what each brother sees on the tree. What is the pattern she describes?

- 3.
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.
- 5.
- 6.
- 7.
4. What can you infer or conclude about Ha’s character based on the incidents she describes in these two poems?

- 8.

QuickWrite 2:

How is Ha's life affected by where and when she is living?

9.

10.

Read pages 10–21 of *Inside Out & Back Again* (from the poem “TiTi Waves Goodbye” through the poem “Two More Papayas”). **How is Ha's life affected by where and when she is living? Write a complete paragraph in which you support your ideas with evidence 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

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.

11.

12.

“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.”

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14.

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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15.

16.

17.



GRADE 8: MODULE 1: UNIT 1: LESSON 6

“The Vietnam Wars”

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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“The Vietnam Wars”

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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GRADE 8: MODULE 1: UNIT 1: LESSON 6

“The Vietnam Wars”:

Questions and Notes, Section 1:

“The Chinese Dragon”

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. 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	

<p>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>	

What are the dates of this section?

“The Vietnam Wars”:

Questions and Notes, Section 1:

“The Chinese Dragon”

Questions	Notes
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?	

18.

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 7
“The Vietnam Wars” Questions and Notes,
Section 2: “Everything Tends to Ruin”

- What are the dates of this section?

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• 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?	<ul style="list-style-type: none">•

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.)

•
•
•
•
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•

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- What are the dates of this section?

•
•
•
•

• Questions	• Notes
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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.)

-

-

-

-

19.

20.



GRADE 8: MODULE 1: UNIT 1: LESSON 7

“The Vietnam Wars” Questions and Notes, Section 4: “The Fall of the French”

• Questions	• Notes
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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</i> to <i>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?	•

21.

• What are the dates of this section?

•

22.

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

•

•

•

•

23.

QuickWrite 3:

What connections do you see between Ha's situation and the information you read in the article "The Vietnam Wars"?

24.

25. Preparation: Reread Section 4 of "The Vietnam Wars," and complete the Questions and Notes organizer for it.

26.

27. Then write a complete paragraph in which you explain the following: **What connections do you see between Ha's situation and the information you read in the article "The Vietnam Wars"?** Focus on section 4 of the article. Be sure to use details from the novel in your answer. You may use your text and the notes you collected in your journal or note-catchers to help you write this paragraph.

28.

29. A complete paragraph will meet all criteria:

30.

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:

31. * A focus statement

32. * At least three pieces of specific evidence from the text

33. * For each piece of evidence, an analysis or explanation: what does this evidence mean?

34. * A concluding sentence

35.

QuickWrite 4:

Ha's family faces a decision

36. 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?
37. Why or why not? Write a complete paragraph in which you explain your answer using specific details from the text.
- 38.
39. 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:
40.
 - Answer the prompt completely
 - Provide relevant and complete evidence
 - Paragraph includes the following:
 41. * A focus statement
 42. * At least three pieces of specific evidence from the text
 43. * For each piece of evidence, an analysis or explanation: what does this evidence mean?
 44. * A concluding sentence
- 45.

46.

47.



GRADE 8: MODULE 1: UNIT 1: LESSON 9

“The Vietnam Wars” Questions and Notes:

A Battleground in a Much Larger Struggle

48.

49. Questions	50. Notes
1. In paragraph 4 of the section “The Fall of the French 1945–1954,” the author says, “By 1950, the French war in Vietnam had become a <i>battleground</i> in a much larger struggle.” Why did the author choose this word? What does this sentence mean? HINT: Give this question a try now. But you may be better able to answer this question after you answer all the other questions below.	51.
2. In that same paragraph, the author writes that “The U.S, <i>committed</i> to containing the spread of Communism, <i>backed</i> the French.” In this context, what do the two italicized words mean? How do those words help you understand what the “larger struggle” was: who was struggling with whom, over what, and why?	52.

3. What does it mean that “Dien Bien Phu <i>fell</i> ?” What happened?	53.
4. In paragraph 1 of the section “Doc-Lap at Last,” the author says, “The Americans <i>cringed</i> at the thought of a Communist Vietnam.” The word <i>cringe</i> literally means “to bend your head in fear.” In this context, what does <i>cringe</i> mean? What feeling does the word “cringe” give you, and how does that help you understand the main idea of this paragraph?	54.

55.

56.

57.



GRADE 8: MODULE 1: UNIT 1: LESSON 9

“The Vietnam Wars” Questions and Notes:
A Battleground in a Much Larger Struggle

58.

59.

60. Questions	61. Notes
5. A <i>peace accord</i> is a peace agreement. Who agreed to what?	62.

63.

64.

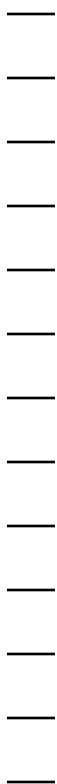
65. Summary: The main idea of these two paragraphs in the text. (Write a complete sentence.)

66.

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Three Threes in a Row Note-catcher

<ul style="list-style-type: none">• Review: In the first paragraph in this section, what does it mean that the Americans <i>cringed</i> at the thought of a Communist Vietnam?	<ul style="list-style-type: none">• The text says that President Diem managed to “<i>alienate</i> everyone.” Based on context clues in this sentence and the surrounding text, what do you think <i>alienate</i> means? What specifically did President Diem do to <i>alienate</i> the people in the South?	<ul style="list-style-type: none">• Look at the photograph with a car in the background and the caption next to it. What is this photograph showing? Why might the author have chosen to include this photograph? How does it help us understand important ideas in this text?
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<ul style="list-style-type: none"> • Review: What is a peace <i>accord</i>? 	<ul style="list-style-type: none"> • The text says that the Viet Cong “<i>operated stealthily under cover</i> of the jungle.” In this context, the word <i>operated</i> means “acted” or “functioned.” Who were the Viet Cong? How did they fight? Using context clues, what might it mean that the Viet Cong were an <i>elusive</i> enemy? 	<ul style="list-style-type: none"> • Look at the photograph with a flag with the star and the caption next to it. What is this photograph showing? Why might the author have chosen to include this photograph? How does it help us understand important ideas in this text?
<ul style="list-style-type: none"> • Review: Why did the Americans <i>back</i> Ngo Dinh Diem in South Vietnam? 	<ul style="list-style-type: none"> • Explain this sentence in the final paragraph: “Two years later, on April 30, 1975, columns of North Vietnamese soldiers entered Saigon, <i>meeting little resistance</i> from the <i>demoralized</i> South Vietnamese army.” What happened? 	<ul style="list-style-type: none"> • Look at the photograph with the helicopter and the caption next to it. What is this photograph showing? Why might the author have chosen to include this photograph? How does it help us understand important ideas in this text?

67.

“The Vietnam Wars” Questions and Notes,

Section 5: “Doc-Lap at Last”

- What are the dates of this section?

•

•

• Questions	• Notes
1. What words does the author use to describe the Viet Cong? What do these words show about the author’s attitude toward the rebels?	•
2. Based on what you learned about Tet from earlier in the novel, what do you believe was the impact of the Tet Offensive on the Vietnamese people?	•
3. How did the Vietnamese people likely feel when the Americans left in 1973? Collect specific evidence from across the text “The Vietnam Wars” to support your answer.	•

•

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

- Connection: This part of the article explains the following about Ha or her situation:

68.

QuickWrite 5:

How is Ha's mother being affected by the war?

69.

70. How is Ha's mother being impacted by the war? Use specific evidence from the text to write a paragraph to answer this question.

71.

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

73. paragraph will meet all criteria:

74.

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:

75. * A focus statement

76. * At least three pieces of specific evidence from the text

77. * For each piece of evidence, an analysis or explanation: what does this evidence mean?

78. * A concluding sentence

Jigsaw Recording Form

79.

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	<ul style="list-style-type: none"> • Papaya tree • It has grown twice as tall as Ha (page 8) • She wants to be the first one to see the fruit ripen (page 9) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
• Brother Quang			

• Brother Vu	•	•	•
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Jigsaw Recording Form

• 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?
• Brother Khoi	•	•	•
• Mother	•	•	•

•

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

•

•

•

QuickWrite 6:

The symbolic significance of what was “left behind”

-
- **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.



GRADE 8: MODULE 1: UNIT 1: LESSON 12

**Write-Pair-Share Note-Catcher
with Text-Dependent Questions**

Name: _____

Date: _____

Question	Write	Pair-Share (additional thoughts after sharing)
Why does Brother Vu want to cut down the ripening fruit rather than let the Communists have it?	•	•

Why is Brother Vu the brother most likely to cut down the papaya? Use evidence from throughout the novel to support your answer.	•	•
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80.

Word Choice, Tone, and Meaning Note-catcher

<ul style="list-style-type: none"> Text: 		
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Labeling the Feeling For each word or phrase, label the emotion or feeling it conveys. 	<ul style="list-style-type: none"> Tone Based on the images, words, and phrases you have selected, describe the tone of the text with one word.
<ul style="list-style-type: none"> (Practice with stanza 4) “Brother Vu chops; the head falls; a silver blade slices.” 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> (Practice with last stanza) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> (Choose another stanza and try on your own!) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

81.

Word Choice, Tone, and Meaning Note-catcher

82.

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

83. **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?

84.

85.

QuickWrite 7:

What happens to hope?

86.

-
- **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

Word Choice, Tone, and Meaning Note-catcher

<ul style="list-style-type: none"> Text: Poem, “Saigon Is Gone” 		
<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> Labeling the Feeling For each word or phrase, label the emotion or feeling it conveys. 	<ul style="list-style-type: none"> 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?

Transcript of "Forgotten Ship: A Daring Rescue As Saigon Fell,"
NPR's All Things Considered, August 31, 2010

MELISSA BLOCK, host: From NPR News, this is ALL THINGS CONSIDERED. I'm Melissa Block.

ROBERT SIEGEL, host: And I'm Robert Siegel.
 When the Vietnam War ended and Saigon fell in April 1975, Americans got their enduring impression of the event from television...

But there was another evacuation that didn't get news coverage. U.S. Navy ships saved another 20 to 30,000 Vietnamese refugees.

BLOCK: The full scope of this humanitarian rescue has been largely untold, lost in time and in bitterness over the Vietnam War. But correspondent Joseph Shapiro and producer Sandra Bartlett, from NPR's investigative unit, interviewed more than 20 American and Vietnamese eyewitnesses. And they studied hundreds of documents, photographs and other records, including many never made public before. Here's Joseph Shapiro with part one of our report and the story of one small U.S. Navy ship.

JOSEPH SHAPIRO: On the morning of April 29, 1975, the USS Kirk and its crew stood off the coast of South Vietnam in the South China Sea.

(Soundbite of a 1975 tape)

Mr. HUGH DOYLE (Then-Chief Engineer, USS Kirk): I'm sure as you know by this time, Vietnam has surrendered and the mass panic - almost panic-stricken retreat has already taken place.

SHAPIRO: Sitting on his bunk, the ship's chief engineer, Hugh Doyle, records a cassette tape to send home to his wife, Judy.

(Soundbite of a 1975 tape)

Mr. DOYLE: I really don't know where to start. It's been such an unusual couple of days. Where we fit in was really interesting. You're probably not going to believe half the things I tell you. But believe me, they are all true.

SHAPIRO: Doyle's cassette tapes, which until now have never been heard publicly, provide one of the best accounts of one of the most extraordinary humanitarian missions in the history of the U.S. Navy.

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The Kirk's military mission that day was to shoot down any North Vietnamese jets that might try to stop U.S. Marine helicopters, as they evacuated people from Saigon. The North Vietnamese planes never came. But the Kirk's mission was about to change, and suddenly. Doyle told Judy what he and his crewmates saw when they looked toward South Vietnam, some 12 miles away.

(Soundbite of a 1975 tape)

Mr. DOYLE: *We looked up at the horizon, though, and pretty soon all you could see were helicopters. And they came and just was incredible. I don't think I'll ever see anything like it again.*

Mr. PAUL JACOBS (Then-Captain, USS Kirk): It looked like bees flying all over the place. Yeah, trying to find some place to land.

SHAPIRO: Paul Jacobs was captain of the Kirk.

Mr. JACOBS: Every one of those Hueys probably had 15 or 20 on board. But they're all headed east, you know, trying to escape.

SHAPIRO: Kent Chipman, a 21-year-old Texan, worked in the engine room.

Mr. KENT CHIPMAN (Then-Crewman, USS Kirk): What was freaky and it's still - it gives me goose bumps till today, it'd be real quiet and calm and not a sound, and then all of a sudden you could hear the helicopters coming. They just - you can hear the big choop-choop-choo-choop, you know, the Hueys.

SHAPIRO: These were South Vietnamese Huey helicopters. Military pilots had crammed their aircraft with family and friends and flown out to the South China Sea. They were pretty sure that the U.S. Navy 7th Fleet was in that ocean somewhere. Now they were desperately looking for some place to land.

Here's Hugh Doyle speaking today.

Mr. DOYLE: Well, they were flying out to sea. Some of them were very low on fuel and some of them were crashing alongside the larger ships. They would crash in the water, and I don't know how many Vietnamese refugees were lost in all that.

SHAPIRO: But the helicopters flew past the Kirk. They were looking for a larger carrier deck to land. Jim Bondgard(ph), a radar man, was watching all the traffic dotting the radarscope when Captain Jacobs issued orders.

Mr. JIM BONDGARD (Crewman, USS Kirk): The skipper got real excited. He called down to us and said, you need to try to advertise and see if you can get these guys on the radio. Just announcing where our haul number and we have an open flight deck; if you want to come land on us, we can take you aboard, and that kind of thing. You know, just trying to encourage them to come in.

SHAPIRO: There was one problem: It wasn't clear that the pilots could land on a moving ship.

Don Cox was an anti-submarine equipment officer.

Mr. DON COX (Crewman, USS Kirk): Most of the Vietnam pilots had never landed on board a ship before. Almost to a man they were army pilots and they typically landed either at fire zones, they had little clearings in the brush, or at an airport. And the ship looks very, very small and the deck was very crowded.

SHAPIRO: Cox was one of the sailors who, not sure if those pilots would land or crash, stood on the flight deck to direct the helicopters in. The first two helicopters landed safely, but then there was no more room. The Kirk was a destroyer escort. It was built to hunt submarines, not land helicopters. It had a landing deck about the size of a tennis court.

Mr. COX: I believe it was the third aircraft landed and chopped the tail off the second aircraft that had landed. There were still helicopters circling wanting to land. There was no room on our deck, so we just started pushing helicopters overboard. We figured humans were much more important than the hardware.

(Soundbite of a 1975 tape)

Mr. DOYLE: *So we couldn't think of what else to do. And these other planes were looking for a place to land. And, you know, we would have lost people in the plane so we threw the airplane over the side. Yeah, really.*

SHAPIRO: As one helicopter landed and the people scrambling off, dozens of sailors ran over to push the aircraft over the side and into the ocean.

But Kent Chipman says it wasn't easy. Vietnamese helicopters were heavy. And because they were designed to land in fields, they had skids instead of wheels.

Mr. CHIPMAN: The flight deck has non-skid on it. I mean, it's like real rough sandpaper. And the Hueys didn't have tires on. They had like skids.

And we had to just work it this way and work it that way, till we got it over to the edge. And then everybody there'd be like 30 people just fighting their way to get over there and try to help, you know.

SHAPIRO: With one final shove, the helicopter would totter over the edge of the ship, with its tail high in the air and then crash to the water below.

(Soundbite of a 1975 tape)

Mr. DOYLE: *There were stories, horrible stories that I've heard from these refugees.*

SHAPIRO: One Vietnamese pilot landed with bullet holes in his aircraft. Hugh Doyle saw he was in shock.

(Soundbite of a 1975 tape)

Mr. DOYLE: *As he was loading his helicopter, had his family killed. They're standing waiting to get on the helicopter, his family was machine-gunned. He was just sitting in the helicopter. He was the pilot. He stood there and looked at them. They were all laying dead.*

SHAPIRO: The crew of the Kirk fed the refugees and spread out tarps to protect them from the blazing sun.

Mr. DOYLE: We took the people up on to the 02-Level, it be just behind our stack, and we laid mats and all kinds of blankets and stuff out on the deck for their babies. And there were all kinds of - there were infants and children and women, and the women were crying. And, oh, it was a scene I'll never forget.

SHAPIRO: Kent Chipman.

Mr. CHIPMAN: These people were coming out of there with nothing - whatever they had in their pockets or hands. Some of them had suitcases. Some of them had a bag. You know, and you could tell they'd been in a war. They were still wounded. There were people young, old, army guys with the bandages on their head, arms - you could tell they'd been in a fight.

Some of the pilots and their families came from Vietnam's elite, and some of them carried what was left of their wealth in wafers of gold, sometimes sewn into their clothes. The captain locked the gold in his safe.

Then there was the helicopter that was too big to land.

Mr. CHIPMAN: This is when the big Chinook came out. And you could tell the sound of it was different; more robust, deep.

flat, blue ocean. Hugh Doyle saw him fly the huge helicopter about 60 yards from the Kirk. Doyle uses slang and calls it an airplane.

Mr. DOYLE: He took the airplane, hovered it very close to the water, took all his clothes off with the exception of his skivvies, all by himself, no co-pilot, took all his clothes off, threw it out the window. And then he got up on the edge of the window, still holding onto the two sticks that a helicopter has to fly with. He tilted it over on its side, still flying in the air, and dove into the water. The airplane just fell into the water. It hit the water on its right-hand side. The rotors just exploded.

Mr. CHIPMAN: There were small pieces, but there were also pieces, probably 10, 15 foot long, big pieces go flying out - it sounded like a giant train wreck, you know, in slow motion, and it's loud, it's, you know, wind blowing everywhere.

The Chinook ended upside down. He dove out the side of it, the thing flipped upside down, and then it was calm and quiet again like you turned off a light switch.

I'm thinking, man, this guy just died. I said this is crazy. And his little head popped out of the water. I said, he's alive. It was pretty cool.

SHAPIRO: The pilot's name was Ba Nguyen. He and his family were among some 200 refugees rescued from 16 helicopters. On the second day those refugees, more than half were women, children and babies, would be moved to a larger transport ship.

But the heroics of the Kirk would continue. Shortly before midnight, at the end of the second day, the Kirk's captain, Paul Jacobs, got a call.

Mr. PAUL JACOBS: And that's when I got a (knocking sound) on the shoulder from the XO. He says, hey, Seventh Fleet wants to speak to you now. It's urgent.

SHAPIRO: It was the admiral in charge of the entire rescue.

Mr. JACOBS: He says we're going to have to send you back to rescue the Vietnamese navy. We forgot them, and if we don't get them or any part of them, they're all probably going to be killed.

SHAPIRO: The Kirk was being sent back to Vietnam. The South Vietnamese government had fallen; the Communists were in control now. The Kirk would be headed into hostile territory by itself.

Mr. JACOBS: So I said: Am I going to get any support? No. Am I going to get any air cover? No. You're on your own. I said: What's the rules of engagement? He said, there are none.

SHAPIRO: The Kirk set out to save the South Vietnamese Navy, and it ended up rescuing tens of thousands of desperate Vietnamese refugees. We'll tell you that story tomorrow on ALL THINGS CONSIDERED.
Joseph Shapiro, NPR News.

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**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Unit 2

Case Study: Why Do People Flee Home?

Reading Closely:
Guiding Questions Handout

Guiding Questions 1		
<p>I. Approaching the text Reading closely begins by considering my specific purposes for reading and important information about a text.</p>	<p>I am aware of my purpose(s) for reading:</p> <ul style="list-style-type: none"> • Why am I reading this text? • In my reading, should I focus on: • The content and information about the topic? • The structure and language of the text? • The author's view? 	<p>I take note of information about the text:</p> <ul style="list-style-type: none"> • Who is the author? • What is the title? • What type of text is it? • Who published the text? • When was the text published?

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Reading Closely:
Guiding Questions Handout

Guiding Questions 1

II. Questioning Texts

Reading closely involves:

- 1) initially questioning a text to focus my attention on its structure, ideas, language, and perspective, then
- 2) questioning further as I read to sharpen my focus on the specific details in the text

I begin my reading with questions to help me understand the text.

Structure:

- How is the text organized?
- How do the text's structure and features influence my reading?

Topic, Information, and Ideas:

- What is this text mainly about?
- What information or ideas does the text present?
- What details stand out to me as I read?

Language:

- What key words or phrases do I notice as I read?
- What words or phrases are critical for my understanding of the text?
- What words and phrases are repeated?

Perspective:

I pose new questions while reading that help me deepen my understanding.

Structure:

- Why has the author structured the sentences and paragraphs this way?

Topic, Information, and Ideas:

- What information/ideas are presented at the beginning of the text?
- What information/ideas are described in detail?
- What do I learn about the topic as I read?
- How do the ideas relate to what I already know?

Language:

- What words and phrases are powerful or unique?
- What do the author's words cause me to see or feel?

	<ul style="list-style-type: none"> • What is the author thinking and saying about the topic or theme? • Who is the intended audience of the text? 	<ul style="list-style-type: none"> • What words do I need to know to better understand the text?
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89.

90.

Guiding Questions 1		
<p>III. Analyzing Details</p> <p>Reading closely involves thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text.</p>	<p>I analyze the details I find through my questioning.</p> <p>Patterns across the text:</p> <p>What details, information, and ideas are repeated throughout the text?</p> <p>How do details, information, or ideas change across the text?</p> <p>Meaning of Language:</p> <p>Why has the author chosen specific words or phrases?</p> <p>Importance:</p> <p>Which details are most important to help me understand the text?</p> <p>Which sections are most challenging and require closer reading?</p> <p>Relationships among details:</p> <p>How are the details I find related in ways that build ideas and themes?</p> <p>What does the text leave uncertain or unstated? Why?</p>	<p>Analyzing and connecting details leads me to pose further text-based questions that cause me to reread more deeply.</p>

91.

“Last Respects” Note-catcher

.....
Name:

.....
Date:

Part A: Directions: Reread the poem “Last Respects” on pages 85 and 86 in the novel.
Use the space below to record your notes.

Key Details	Page #	How are these key details related to death and dying?	Vocabulary
formal lowering of flag	Pg. # 85, 1st stanza	The formal lowering of the flag is a ceremonial and official symbol of defeat.	Last respects (85) Formal (85)
“South Vietnam no longer exists”	Pg. # 85, 2nd stanza	This shows the death or defeat of Ha’s country.	

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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*?

Fleeing Home:

What Challenges Did Ha’s Family Face?

92.

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

93.

Panic Rises in Saigon, but the Exits Are Few

*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."

94. 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.

95.

Panic Rises in Saigon, but the Exits Are Few

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.

96.

97.

Panic Rises in Saigon, but the Exits Are Few

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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GRADE 8: MODULE 1: UNIT 2: LESSON 3

Text-Dependent Questions for “Panic Rises in Saigon, but Exits Are Few”

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 3

Prefixes Note-Catch

Name:

Date:

Prefix	Meaning	Words—with a brief meaning
uni		universal—
in		inexorable—
e		evacuee— emigrate—

98.

“Refugees:
Who, Where, Why”

Attila the Hun invaded Western Europe, pillaging the Italian peninsula in A.D. 452. Thousands of inhabitants of the Italian countryside fled their homes and sought refuge on neighboring islands in the Adriatic Sea. This was certainly not the first example of people forced to flee their homes, and, unfortunately, it was not the last. Today, more than 14 million men, women, and children have been forced to flee their homes, towns, and countries because they are afraid to stay. We call these people refugees.

In 1951, the United Nations defined a refugee as a person who, “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.” Refugees are also people just like us: grandparents, mothers, fathers, children, students, secretaries, store clerks, teachers, accountants, and doctors.

Refugees are protected by international law and have special rights, such as the right to safe asylum. In ancient times, churches and temples were often used as places of asylum; today, asylum is typically another country. In a country of asylum, refugees have the right to be treated the same as legal residents, and as such are entitled to basic civil rights, medical care, and schooling.

Today, half of all refugees worldwide come from three locations — Afghanistan, Iraq, and Palestine, currently occupied by Israel. Asia is the number one source of refugees, followed by Africa and Europe.

Many countries are hosts to large numbers of refugees. The largest numbers of refugees are found in Iran and Pakistan, with more than one million each. Germany shelters nearly one million refugees, and Tanzania hosts more than 620,000. The Palestinians, who represent one of the largest groups of refugees, are found in host countries throughout the world.

Once inside a host country’s borders, refugees must find shelter, sometimes within another family’s home, but more often in a refugee camp. Refugee camps are typically located outside cities or towns along the border of the host country.

Kakuma Camp, on the hot, dry border of Kenya, Sudan, and Ethiopia, provides shelter for more than 80,000 refugees. Refugees share small huts that are made of tree branches, mud, and plastic sheeting. Food and water are provided, but they are rationed. A hospital and several clinics provide health care, but these are overburdened with many patients; most refugees are sick and malnourished when they arrive. Schooling is provided for children, but classes are very overcrowded. Refugee camps are not meant to be permanent shelters, but they do provide asylum and protection, and take care of the basic needs of refugees.

99. Most refugees hope to return to their homes. As conflicts are resolved, many refugees undergo repatriation. During the 1980s, civil war erupted in Central America, causing more than two million people to flee their homes. In 1987, a regional peace agreement was signed ending the war and allowing thousands of people to return to their homes.

100.

Some refugees cannot return home, nor can they stay in their country of asylum. They must resettle in a new country. Since World War II, millions of refugees have been successfully resettled in ten established resettlement countries, including Canada and the United States.

The United States has traditionally been a sanctuary for refugees. One of the first groups of refugees to arrive were the Pilgrims. In 1620, the Mayflower sailed into what is now Plymouth harbor carrying refugees from England. They had fled to America because of religious persecution in their homeland. Since then, millions of refugees have resettled in the United States. From 1975 to 2001, more than two million refugees were offered resettlement.

People become refugees for many reasons. The number one reason is war. Perceptions of unfairness, such as unequal treatment or denial of rights based on race, religion, economic status, or political thought, instigate war; so does unequal access to land, food, water, and other necessary resources. Another important trigger is the feeling of superiority over others; some individuals feel their system of belief, country, or ethnic background is superior to that of others. In 1991, Yugoslavia splintered into several independent states. One of these states, Bosnia, was an ethnic mix of Muslims, Serbians, and Croats. The Serbians, who were predominantly Christian, decided that Muslims should not be allowed to live in their new country. They began an “ethnic cleansing” campaign, which killed thousands of innocent men, women, and children, and forced hundreds of thousands of people to seek refuge in neighboring countries.

Others are forced to flee their countries because of natural disasters such as floods, fires, and drought, although they are not considered refugees by the United Nations.

In January 2002, Mt. Nyiragongo in the Democratic Republic of the Congo erupted, sending tons of red-hot lava through the city of Goma. As buildings and villages burned, 400,000 people fled into neighboring Rwanda.

In Ethiopia, crop failures and livestock loss caused by drought conditions over the last several years have caused widespread famine. Thousands have fled into neighboring countries in search of food and water.

Since early times, large groups of people have been forced to leave their homelands because of persecution and the devastation of their lands. In today’s world, we have the knowledge and tools to seek solutions to some of these issues. We must also consider and respect the human rights of every man, woman, and child. It may seem like an enormous task to some, but it is one we can all achieve.

“Refugees:
Who, Where, Why”

Persecuted means oppressed or harassed, especially because of race, religion, gender, sexual orientation, or beliefs.

Repatriation is the process of returning to one’s country of birth, citizenship, or origin.

Through Time — Refugees

- 1950 The United Nations High Commissioner for Refugees (UNHCR) is set up to help the more than one million Europeans displaced after World War II.
- 1956 Uprisings in Hungary force more than 200,000 people to become refugees.
- 1959 Algeria fights for its independence and 200,000 people flee the country.
- 1964 Rwanda, Mozambique, and Tanzania explode in conflicts for independence and thousands become refugees.
- 1971 More than ten million Bengalis flee to India, as Bangladesh becomes a nation.
- 1974 Nearly 400,000 refugees become homeless as the Greeks fight the Turks in Cyprus.
- 1978 About three million Asians escape to neighboring countries, including Thailand and Malaysia, during conflicts throughout Indochina.
- 1979 Six million Afghans flee their country.
- 1980s Violence in Central America results in more than 300,000 refugees. In Africa, many Ethiopians try to escape drought and war in Sudan.
- 1990s During the Gulf War, 1.5 million Iraqi Kurds become refugees. Civil war in West Africa causes 800,000 West Africans to flee their homes. War in the Balkans forces thousands to leave their homes as Yugoslavia breaks apart.
- 1991 Fighting in Somalia forces about 750,000 Somalis to seek shelter in Ethiopia.
- 1992 More than 1.5 million refugees return to their homes in Mozambique as part of repatriation program.
- 1993 Thousands of Cambodian refugees return home as part of a repatriation program.
- 1994 Widespread killing in Rwanda sends thousands to neighboring countries.
- 1999 More than one million people from Kosovo are forced to leave their homes.
- 2001 Thousands of people flee Afghanistan

From *Faces* issue: Refugees, © 2002 Carus Publishing Company, published by Cobblestone Publishing, 30 Grove Street, Suite C, Peterborough, NH 03458. All Rights Reserved. Used by permission of the publisher.

Summary Writing Graphic Organizer

- When you are reading actively, one of the most important things you do is figure out what the point of it is. This means you are recognizing the **controlling idea** of the text.
- Once you have done that, you have really done the hardest work.
- Still, there is more! You need to figure out what the key details in the text are, and write a great closing sentence, a **clincher**.
- Once that is done, you are ready to write up the notes into a **summary paragraph**.

The graphic organizer is a template for writing a summary paragraph. It consists of four main sections arranged vertically:

- Controlling Idea:** A large horizontal oval at the top for writing the main point of the text.
- Key detail:** A middle section containing six rectangular boxes arranged in two rows of three, for listing supporting details.
- Clincher:** A large horizontal oval at the bottom for writing a concluding sentence.

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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

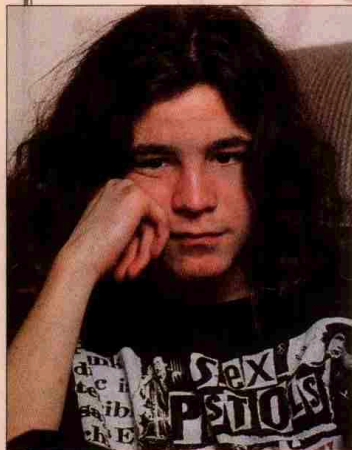


"To me, the war just meant changing my friends and where I lived. But my father was affected much more. He was held in a concentration camp."

—Emil Hadzic, 14

MARCH 25, 1994 ■ 25

“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 Kamenica, 15

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.

Elma: 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.

Elma: 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?

Elma: 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?

Elma: 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.”

—Elma Brokovic, 14



Summary Writing Graphic

Organizer:

“Children of War”

Name:

Date:

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- When you are reading actively, one of the most important things you do is figure out what the point of it is. This means you are recognizing the **controlling idea** of the text.
- Once you have done that, you have really done the hardest work.
- Still, there is more! You need to figure out what the key details in the text are, and write a great closing sentence, a **clincher**.
- Once that is done, you are ready to write up the notes into a **summary paragraph**. At that point, you will have gotten a good, basic understanding of the text you are reading.

Controlling Idea

Key detail	Key detail	Key detail
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Key detail	Key detail	Key detail
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GRADE 8: MODULE 1: UNIT 2: LESSON 8

End of Unit 2 Assessment Prompt

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Consider the meaning of the novel’s title, *Inside Out & Back Again*. How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Ha’s experience a specific example of this universal experience?

Model Essay:

“How Ha’s Mother Is Turned ‘Inside Out’”

Prompt:

The novel is titled *Inside Out & Back Again*. Think about just the first phrase in that title: “inside out.” How does phrase “inside out” relate to the universal refugee experience of fleeing and finding home? In what ways is Ha’s mother’s experience a specific example of this universal experience?

Refugees are everyday people who are forced to flee their homes because they are afraid to stay in their home country. When they flee, they may leave behind family members, friends, a home, a job, and special possessions. Fleeing home and trying to find a new home can make them feel like their lives are being turned inside out. In the novel *Inside Out & Back Again* by Thanhha Lai, Ha’s family lives in a country at war. Ha’s mother is raising four children alone in this dangerous country, and it is more and more difficult for her to provide for their needs. When the war brings fear and hardship to the family, Mother decides to take her family and flee their home of South Vietnam. She is afraid of the dangers communism may bring to her family. Once Mother decides to flee, she and her children become refugees who try to find a new place to call home. Mother’s life feels like it is being turned “inside out” in the same way other refugees all over the world feel.

Many refugees feel scared and worried when war comes to their home country, just like Ha’s mother. In “Children of War” (Brice 25), all four of the refugee children talk about being separated from one of their parents because of war. Amela’s father went to work one day but never returned home. Later, she learned he had been killed (Brice 26). She says, “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” (Brice 26). In Part One of *Inside Out & Back Again*, Mother is separated from Father because of the war. In “Missing in Action,” Ha writes, “Father left home on a navy mission on this day nine years ago when I was almost one. He was captured on Route 1 an hour south of the city by moped. That’s all we know” (Lai 12). Mother misses father terribly. In “Birthday Wishes,” Ha writes about how she is hopeful her father will return home soon because Mother is so sad: “Mostly I wish Father would appear in our doorway and make Mother’s lips curl upward, lifting them from a permanent frown of worries” (Lai 31). All around the world and throughout time, wartime has separated families, and brought sadness and worry to parents and children.

“How Ha’s Mother Is Turned ‘Inside Out’”

When refugees make the decision to flee, they often have to take risks in order to get their families to a safer place, which can turn them emotionally “inside out.” In the novel, Mother decides to take her family and make a risky escape to flee their home of South Vietnam. She knows they may never return home. In the article “Refugees: Who, Where, Why,” the author writes, “Most refugees hope to return to their homes.” She also writes that “some refugees cannot return home” (Gevert 1–2). This decision twists Mother inside out. In “Should We,” Ha writes that her mother gathers the family together and asks them if they should leave. Ha can see the conversation is upsetting for Mother. She writes, “Mother twists her brows.... Her brows twist so much we hush” (Lai 45). Mother knows this decision will twist their lives inside out. Once the family has escaped and is on the ship, Mother realizes that everything in her life has changed now. To try to comfort herself and her family, she says, “At least the moon remains unchanged” (Lai 89). By this, she means that their lives are all changed, sort of like inside out, but at least there are some things in life that are still the way they should be. This feeling of having life be turned inside out because they may not be able to return to their home is something that many refugees experience.

Refugees around the world have faced challenges when they flee their homes in search of finding a new home. In the article “Refugees: Who, Where, and Why,” the author writes, “Since early times, large groups of people have been forced to leave their homelands because of persecution and the devastation of their lands” (Gevert 2). Life is not easy living in a country at war, but fleeing home and finding a new home brings its own challenges that can make a refugee feel like his or her life is being turned inside out. In *Inside Out & Back Again*, Mother made the decision to flee South Vietnam to find a safer home for her family. This difficult decision would turn her life and her children’s lives inside out, just like the first half of the title says.

Works Cited

Arthur Brice, “Children of War,” *Scholastic Update*, March 25, 1994. 25–26.

Catherine Gevert, “Refugees: Who, Where, and Why,” *Faces*, 19.1 (2002). 6–8.

Thanhha Lai, *Inside Out & Back Again* (New York: Harper, 2011).

Questions about the Model Essay

- In the introductory paragraph, what is the essay writer’s claim to connect the universal refugee experience with the novel of the title? Underline this claim in the essay.
- How does the writer support the claim? What evidence is used to support the claim?
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- In the first body paragraph, how does the writer support his or her claim that “Many refugees feel scared and worried when war comes to their home country, just like Ha’s mother”?
- ---
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- ---
- In the second body paragraph, what claim does the writer make about Ha’s mother in relation to the title of the novel? Underline this claim in the model essay.
- What evidence does the writer use to support this claim?
 - ---
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 - ---
- How does the writer conclude the essay?

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Refugee Children In Canada:
Searching For Identity

Refugee and Immigrant Children: A Comparison

Refugee and immigrant children in Canada have significant similarities. Both groups must deal with migration, which represents a disruptive loss to one's life. Once in Canada, they both have to endure the "push-and-pull" forces of home and school, which often work in opposite directions. At school they share with other adolescents the desire to be accepted by their peer group. At home, both groups may experience a role and dependency reversal in which they may function as interpreters and "cultural brokers" for their parents. Both refugee and immigrant children may encounter society's discrimination and racism, and both have to accomplish the central task of childhood and adolescence – developing a sense of identity – while trying to bridge generational and cultural gaps. Perhaps the greatest threat to these children is not the stress of belonging to two cultures but the stress of belonging to none (Lee, 1988).

Successful adaptation can bring with it the opportunity for growth. How well children adapt is influenced by several factors, including age at arrival, individual resiliency, and reception by the host community and society. One key factor in determining success is the reception of newcomers by the host society. Settlement support services, schools, health and social services, and the community at large play a crucial role in assisting and supporting children to adjust and integrate into Canadian society (Task Force on Mental Health Issues Affecting Immigrants and Refugees, 1988).

Several key characteristics affect the adaptation of refugee children to a larger extent than immigrant children. First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape – including atrocities against family members. Others have been forced to serve as soldiers. Some have lost many members of their families and many have lost everything that was familiar to them.

Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot. It is not only natural that refugee children, along with their families, go through a process of mourning those losses. The grieving process in refugee children, however, is seldom recognized as such. This may be attributed to a long-held belief that children adapt quickly, bolstered by the tendency of children to not express their sadness and mourning in words. Although these children may not know the concept of being homesick; they feel it all the same. Although some would not talk about their experience for fear of upsetting their parents, perhaps it is also true that many do not talk because we do not listen.

“Refugee Children in Canada: Searching for Identity” by Ana Marie Fantino and Alice Colak (CHILD WELFARE, Vol. LXXX, #5, September/2001 Child Welfare October, © League of America; pages 587-596).



GRADE 8: MODULE 1: UNIT 2:

LESSON 9

“Refugee and Immigrant

Children:

A Comparison”:

Paragraph 1 Text-Dependent

Questions, Part A

Name:

Date:

Questions	Notes
<p>The text says, “Refugee and immigrant children in Canada have significant similarities.”</p> <p>What does <i>significant</i> mean?</p>	
<p>The text says, “Both refugee and immigrant children may encounter society’s discrimination and racism, and both have to accomplish the central task of childhood and adolescence—developing a sense of</p>	

identity —while trying to bridge generational and cultural gaps.” What is a <i>sense of identity</i> ?	
What is a <i>generational gap</i> ?	
What is a <i>cultural gap</i> ?	
Now that you have looked at individual parts of this really long sentence, reread that same sentence. Paraphrase the sentence in your own words.	



GRADE 8: MODULE 1: UNIT 2: LESSON 9

Homework Question

The text says, “Refugee and immigrant children in Canada have significant similarities. Both groups must deal with migration, which represents a disruptive loss to one’s life.”

In your own words, explain what it means to have a “disruptive loss to one’s life.
How has migration been a disruptive loss for Ha in the novel *Inside Out & Back Again*?

Education

UNIT 2: LESSON 10

A Comparison":

Text-Dependent

Questions, Part B

Name:

EL Curriculum • G8:M1 • First Edition • 85

	e s	from Inside Out & Back Again
<p>The informational text says: “Once in Canada, they both have to endure the ‘push-and-pull’ forces of home and school, which often work in opposite directions.”</p> <p>How do the forces of home and school push and pull refugee and immigrant children in opposite directions?</p>		
<p>What challenges do refugee and immigrant children face at school?</p>		

GRADE 8: MODULE 1: UNIT 2: LESSON

10

**“Refugee and Immigrant
Children: A Comparison”:**
Paragraph 1 Text-Dependent
Questions, Part B

Name:

Date:

Questions	Notes	Connections: Specific Details from Inside Out & Back Again
<p>The informational text says: “Both refugee and immigrant children may encounter society’s discrimination and racism.”</p> <p>What is <i>discrimination and racism</i>?</p>		

<p>The informational text says: “At home, both groups may experience a role and dependency reversal, in which they may function as interpreters and “cultural brokers” for their parents.”</p> <p>What does <i>dependency reversal</i> mean?</p>		
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GRADE 8: MODULE 1: UNIT 2: LESSON 10

“Refugee and Immigrant Children: A Comparison”:

Paragraph 1 Text-Dependent Questions, Part B

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- Synthesis questions: The final sentence of this paragraph of the informational text says: “Perhaps the greatest threat to these children is not the stress of belonging to two cultures but the stress of belonging to none.”
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- What is the author saying is the biggest problem, bigger than all of the others in this paragraph? Is the author saying this will always be the case? What evidence do you have to answer that question?

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“Refugee and Immigrant Children: A Comparison”:
Paragraphs 2 and 3 Text-Dependent Questions, Part A

Name:

Date:

Questions	Notes
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<p>The second paragraph begins with: “Successful adaptation can bring with it the opportunity for growth.”</p> <p>What does <i>adaptation</i> mean?</p>	
<p>The text says: “Settlement support services, schools, health and social services, and the community at large play a crucial role in assisting and supporting children to adjust and integrate into Canadian society.”</p> <p>What does <i>at large</i> mean here?</p> <p>How do the words <i>at large</i> change the meaning of community?</p>	
<p>The text says: “Several key characteristics affect the adaptation of refugee children to a larger extent than immigrant children.”</p> <p>What does <i>to a larger extent</i> mean here?</p>	

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Children:
A Comparison
Paragraphs
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Questions	Notes
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<p>The text says: “First, refugee children often have experienced the tragedy and trauma of war, including persecution, dangerous escapes, and prolonged stays in refugee camps. Some have witnessed killings, torture, and rape—including atrocities against family members.”</p> <p>What does <i>prolonged stays</i> mean?</p>	
<p>What are <i>atrocities</i>?</p>	

Grade 6-8 Expository Writing

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	<ul style="list-style-type: none"> clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose demonstrate insightful analysis of the text(s) 	<ul style="list-style-type: none"> clearly introduce a topic in a manner that follows from the task and purpose demonstrate grade-appropriate analysis of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that follows generally from the task and purpose demonstrate a literal comprehension of the text(s) 	<ul style="list-style-type: none"> introduce a topic in a manner that follows generally from the task and purpose demonstrate a basic understanding of the text(s)
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	<ul style="list-style-type: none"> develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant use relevant evidence inconsistently 	<ul style="list-style-type: none"> demonstrate an attempt to use evidence to develop the topic, but with minimal, irrelevant evidence generally irrelevant

Grade 6-8 Expository Writing

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	Essays at this level:
<ul style="list-style-type: none"> • COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language 	<ul style="list-style-type: none"> • exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning • establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice • provide a concluding statement or section that is compelling and follows clearly from the topic and information presented 	<ul style="list-style-type: none"> • exhibit clear organization, with the use of appropriate transitions to create a unified whole • establish and maintain a formal style using precise language and domain-specific vocabulary • provide a concluding statement or section that follows from the topic and information presented 	<ul style="list-style-type: none"> • exhibit some attempt at organization, with inconsistent use of transitions • establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary • provide a concluding statement or section that follows generally from the topic and information presented 	<ul style="list-style-type: none"> • exhibit limited organization, with attempts at organization that are irrelevant to the task • lack a formal style, using language that is imprecise and inappropriate for the text(s) and audience • provide a concluding statement or section that is ill-organized and unrelated to the topic and information presented
<ul style="list-style-type: none"> • CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling 	<ul style="list-style-type: none"> • demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> • demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> • demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> • demonstrate limited command of conventions, with frequent errors that hinder comprehension

**Writer's Glossary for Row 1
of the Writing Rubric**

Word/Phrase	Row Number	Definition
content	1	the ideas, facts, or opinions that are contained in a speech, piece of writing, film, program, etc.
extent	1, 2, 3, 4	used to say how true, large, important or serious something is <i>Ex: The extent of his injuries was not clear immediately.</i>
conveys	1	to communicate or express something <i>Ex: The TV ad conveys the message that thin is beautiful.</i>
compelling	1	very interesting or exciting, so that you have to pay attention <i>Ex: The movie's story was very compelling.</i>
task	1	a piece of work that must be done <i>Ex: I was given the task of building a fire.</i>
insightful	1	showing that you understand what a text, situation or person is really like <i>Ex: Steve's comments about the story were very insightful.</i>

<p>(Soundbite) Mr. DOY know, re you know ones?</p> <p>SHAPIRO made the</p> <p>(Soundbite) Mr. DOY the thing realize to landed. V on fuel. F huge airp door and fantail.</p> <p>There's A basketba</p> <p>Mr. CHIP and, you twice, tha he'd slow</p> <p>The helic we were the door This - I m make wit hurricane</p> <p>SHAPIRO toward th</p> <p>Mr. CHIP way we v I was pre as I am, y</p> <p>SHAPIRO the lives</p> <p>comprehension</p>	1	<p>understanding</p> <p>Ex: <i>They don't have the least comprehension of what I'm trying to do.</i></p>
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logically (opposite: illogically)	1, 3	seeming reasonable and sensible, ideas are in a clear order <i>Ex: He could logically present his argument for desert to his mom.</i> opposite: Not reasonable, sensible or clearly put together
Other new words you encountered:	1	

“Refugee and Immigrant
Children: A Comparison”:

Paragraphs 2 and 3

Text-Dependent Questions, Part

B

Name:

Date:

Questions	Notes	Connections: Specific Details from Inside Out & Back Again
<p>1. The text says: “How well children adapt is influenced by several factors, including age at arrival, severity of previous traumatic events, family background, individual resiliency, and reception by the host community and society.”</p> <p>101. What does <i>severity</i> mean? What are <i>traumatic events</i>? So what does the <i>severity of previous traumatic events</i> mean?</p>		

2. What does reception by the host community mean?		
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GRADE 8: MODULE 1: UNIT 2: LESSON 12

“Refugee and Immigrant Children: A Comparison”:
Paragraphs 2 and 3 Text-Dependent Questions, Part B

Questions	Notes	Connections: Specific Details from Inside Out & Back Again
3. What is individual resiliency?		
4. Paraphrase that section of the text.		

5. What are the factors that affect how well children adapt?		
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Homework Purpose for Reading:

Who Was Ha before She Was Forced to Flee Her Home?

Background:

Remember that for the end of unit assessment, you will be writing about how the novel’s title, *Inside Out and Back Again*, relates to the universal refugee experience and how Ha is an example of this universal experience.

In order to describe how Ha turns “inside out” and comes “back again,” we first need to describe who she was before she had to flee her home country. When we read Part 1 of the novel, we spent a lot of time discussing: “Who is Ha?” Now it is time to refresh your memory.

Directions:

1. Reread pages 1–17 of the novel.
2. Collect the strongest evidence you can find to answer the question: “Who was Ha before she was forced to flee her home?”

Who Was Ha?	Strongest Evidence from the Text

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GRADE 8: MODULE 1: UNIT 2: LESSON 13

**“Refugee and Immigrant Children: A
Comparison”:**

Paragraph 4 Text-Dependent Questions, Part A

Name:

Date:

Questions	Notes
1. The first sentence of this paragraph of the text says: “Typically, immigrants can, at least, envision the possibility of returning to their countries; most refugees cannot.” What does <i>envision</i> mean? So what does <i>envision the possibility</i> mean?	
2. How do the words <i>typically</i> and <i>at least</i> change what the sentence means?	
3. The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.” What does <i>mourning</i> mean?	
4. The text says: “The grieving process in refugee children, however, is seldom recognized as such.” Explain this sentence in your own words. [Hint: Think about what <i>however</i> indicates.]	

**Writer's Glossary for Row 2 of the WRITING
RUBRIC Writing Rubric**

**Words from GRADE 6-8
EXPOSITORY WRITING EVALUATION RUBRIC**

Word/Phrase	Row number	Definition
command	2	control <i>Ex.: John had command of his emotions and never had an angry outburst.</i>
relevant (opposite: irrelevant)	2	directly relating to the subject or problem being discussed or considered <i>Ex: Every detail in Sally's paper was relevant to the claim she made.</i> Opposite: not related to the subject being discussed
concrete details	2	definite and specific examples <i>Ex: Using quotes in an essay is giving concrete examples to support your claim.</i>
sustain	2	to make something continue to exist or happen for a period of time, maintain something <i>Ex: A writer must sustain the main idea through an essay.</i>
varied (noun: variety)	2	consisting of or including many different kinds of things or people, especially in a way that seems interesting (variety: a selection of different things, or different ways of doing something) <i>Ex: Use varied details in your essay to support your claim.</i>

partially	2	not completely <i>Ex: If you only give one detail you are only partially supporting your ideas.</i>
textual evidence	2	proof that comes from a written piece <i>Ex: Quotes from the novel count as textual evidence for your claim.</i>



GRADE 8: MODULE 1: UNIT 2: LESSON 13

Writer's Glossary for Row 2 of the WRITING RUBRIC Writing Rubric

Word/Phrase	Row number	Definition
consistently (opposite: inconsistently)	2, 3	the quality of always being the same, doing things in the same way throughout a piece of work <i>Ex: Jeff consistently used good vocabulary when he wrote.</i> <i>Opposite: changing ideas, claims or style in the middle of an essay.</i>
minimal	2, 4	very small in degree or amount, especially the smallest degree or amount possible <i>Ex: If you use a minimal number of details, your essay will not prove your ideas completely.</i>
valid (opposite: invalid)	2	a reason, argument etc that is based on what is reasonable or sensible <i>Ex: The idea that South Sudan is a dangerous place is valid.</i> <i>Opposite: something that is not logical or reasonable</i>
Other new words you encountered:		

“Refugee and Immigrant Children: A Comparison”:

Paragraph 4 Text-Dependent Questions, Part A

Homework

The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.”

What do Ha and her family mourn the loss of? How do you know?

“Refugee and
Immigrant
Children: A
Comparison”:
Paragraph 4
Text-Dependent
Questions, Part B

Name

:

Date:

Questions	Notes	Connections: Specific Details from Inside Out & Back Again
<p>1. The text says: “It is only natural that refugee children, along with their families, go through a process of mourning those losses.”</p> <p>What is a <i>process of mourning</i>?</p>		

2. In the phrase “those losses,” what does the word <i>those</i> refer to?		
--	--	--



GRADE 8: MODULE 1: UNIT 2:

LESSON 14

“Refugee and Immigrant

Children: A

Comparison”:

Paragraph 4

Text-Dependent Questions,

Part B

Questions	Notes	Connections: Specific Details from Inside Out & Back Again
3. The text says: “Although these children may not know the concept of being homesick, they feel it all the same. Although some will not talk about their experience for fear		

<p>of upsetting their parents, perhaps it is also true that many do not talk because we do not listen.”</p> <p>Explain these two sentences in your own words.</p>		
<p>4. How does the word <i>perhaps</i> change the meaning of the second sentence?</p>		

Synthesis Question: Look back at the predictions you made a few lessons ago about the similarities and differences between how refugee and immigrant children adapt. What similarities or differences can you now add to your original list? Which of the differences seem most important? Why?

[illegible]

Forming Evidence-Based Claims

Name ➡ Task

FINDING DETAILS		Detail 1 (Reference:)	Detail 2 (Reference:)	Detail 3 (Reference:)
<p>I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.</p>				
<p>CONNECTING THE DETAILS</p> <p>I re-read and think about the details, and <u>explain</u> the connections I find among them.</p>		What I think about detail 1:	What I think about detail 2:	What I think about detail 3:
<p>MAKING A CLAIM</p> <p>I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.</p>		How I connect the details:		
<p>MAKING A CLAIM</p> <p>I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.</p>		My claim about the text:		

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Forming Evidence-Based Claims

Name ➔ Task

FINDING DETAILS		Detail 1 (Reference:)	Detail 2 (Reference:)	Detail 3
<p>I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.</p>				
<p>CONNECTING THE DETAILS</p> <p>I re-read and think about the details, and <u>explain</u> the connections I find among them.</p>		What I think about detail 1:	What I think about detail 2:	What I thi
<p>MAKING A CLAIM</p> <p>I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.</p>		How I connect the details:		
<p>MAKING A CLAIM</p> <p>I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.</p>		My claim about the text:		

From Odell Education. Used by permission.

Directions for Forming Evidence-Based Claims

1. Focus on the Back Again anchor chart and the informational texts studied so far.
2. With your partner, discuss the strongest pieces of evidence from an informational text that shows the lives of refugees turning “back again.”
3. Record a detail on your new Forming Evidence-Based Claims graphic organizer. Include the author’s last name and the page number where the detail can be found.
4. With your partner, discuss the strongest pieces of evidence from the novel that show how Ha’s life turns “back again” and relates to the detail you chose from an informational text.
5. Record those details on your Forming Evidence-Based Claims graphic organizer. Include the author’s name and the page number where the detail can be found.
6. Focus on the next row of the graphic organizer. With your partner, discuss how you think the details you have chosen connect.
7. Record this on your Forming Evidence-Based Claims graphic organizer.
8. With your partner, discuss a claim you can make using the connection between the details you have chosen.
9. Record your claim on your Forming Evidence-Based Claims graphic organizer.

Planning Your Essay Graphic Organizer

.....
Name:

.....
Date:

Prompt: Analyze how the meaning of the novel’s title, *Inside Out & Back Again*, relates to the universal refugee experience of fleeing and finding home and how this experience is revealed in Ha’s story.

Introductory Paragraph

Part 1: What is the essay about? What point will you, the author, be making?
 What evidence will you be using? Why?

Part 2: Who is Ha before she flees her home?
 Why do we need to know this to understand how she turns “inside out and back again”?

Planning Your Essay Graphic Organizer

[illegible]

Planning Your Essay Graphic Organizer

[illegible]



Planning Your Essay Graphic Organizer

Concluding Paragraph
<p>What was your essay about? What are the main points you made? What is your final thought that you want to leave the reader with? Why?</p>

Forming Evidence-Based Claims

Name ➔ Task

<p>FINDING DETAILS</p> <p>I find interesting details that are <u>related</u> and that stand out to me from reading the text closely.</p>	<p>Detail 1 (Reference:)</p>	<p>Detail 2 (Reference:)</p>	<p>Detail 3 (Reference:)</p>
<p>CONNECTING THE DETAILS</p> <p>I re-read and think about the details, and <u>explain</u> the connections I find among them.</p>	<p>What I think about detail 1:</p>	<p>What I think about detail 2:</p>	<p>What I think about detail 3:</p>
<p>MAKING A CLAIM</p> <p>I state a conclusion that I have come to and can support with <u>evidence</u> from the text after reading and thinking about it closely.</p>	<p>My claim about the text:</p>		

Planning Your Essay Graphic Organizer

102.

103.

104.

1. Focus on the Who Is Ha? anchor chart and your structured notes.
2. With your partner, discuss the strongest pieces of evidence that show who Ha is before she is forced to flee Vietnam.
3. Record those details on your Forming Evidence-Based Claims graphic organizer. Include the author's name and the page number where the detail can be found.
4. Focus on the next row of the graphic organizer. With your partner, discuss how you think the details you have chosen connect.
5. Record this on your Forming Evidence-Based Claims graphic organizer.
6. With your partner, discuss a claim you can make using the connection between the details you have chosen.
7. Record your claim on your Forming Evidence-Based Claims graphic organizer.

**Part 1: Researching
Refugees (in your research
team)**

- With your research team, use resources provided to research a specific time and place in history when people have been forced to flee because of war, religious beliefs, political beliefs, or a natural disaster. Gather the strongest evidence and accurate details about this historical situation: What caused people to flee their home country and find a new home? Use the Research Guide to help you gather sufficient relevant information.

**Part 2: Writing Free-Verse
Narrative Poetry (on your
own)**

- Imagine that you are a refugee from this specific time and place in history. You, like Ha and the real refugees we have read about, have been forced to flee your home country for your safety. On your own, write two free verse poems similar to Ha's diary entries in the novel *Inside Out & Back Again*.

The first poem will be an “inside out” poem. For this poem, consider these questions:

- What hardships did you face in your country?
- Why did you decide to flee your country?
- What was it like for you after you fled?
- Where did you go?
- Where did you find help?
- Where did you settle?
- How was your life turned “inside out”?

The second poem will be a “back again” poem. For this

poem, consider these questions:

- What adaptations have you made as you settle into your new home?
- What are you mourning from your old life?
- How is your identity changing?
- How are you coming “back again”?

Use the Details in the Poetry graphic organizer to help you plan and draft your poems.

105.

106.

107.

108. 1. “Every day, nearly 5,000 children become refugees, with a vast number growing up and spending their entire lives in refugee camps” (Fantino, Colak).

109.

2. “Since the end of World War II, Canada has resettled about 800,000 refugees from every region of the world, including Europe, Asia, Africa, the Middle East, and Central and South America” (Fantino, Colak).

3. “**1956** Uprisings in Hungary force more than 200,000 people to become refugees” (Gevert).

4. “**1978** About three million Asians escape to neighboring countries, including Thailand and Malaysia, during conflicts throughout Indochina” (Gevert).

5. “**1991** Fighting in Somalia forces about 750,000 Somalis to seek shelter in Ethiopia” (Gevert).

110.

6. “**1999** More than one million people from Kosovo are forced to leave their homes” (Gevert).

111.

112.

113. Chalk Talk Guidelines

114.

- Remember that Chalk Talks are silent. Use your marker to have a written conversation.
- Make sure each student in your group has a chance to respond to the question.

- Ask more questions when you don't understand what another student has written or you need further clarification.

Directions: Within your research team, you will work to find the following information from the sources provided for you. You will then use this information as you develop your own “inside out” poem.

Strongest Evidence from Sources	Source Information Article title, author, and page #
Who is your refugee? <i>(include information about distinguishing categories; for example, race, nationality, religion, political affiliation)</i>	
Where is your refugee from? <i>Where did he or she flee to? (include information about both places and time period)</i>	
Why did your refugee flee? <i>(include information to support why people fled the country; for example, war or natural disaster, religious reasons—include specific information on a historical event)</i>	

Research Team Task Card
A. Reading for Gist

1. Browse all of the texts in your folder; skim the titles and get an initial sense of what each text is mostly about.
2. Within your team, form pairs. (If there is an odd number of people in your team, you can either work in threes or someone can work on his or her own.)
3. Each pair choose one text to read more thoroughly. (Be sure each pair in your research team chooses a different text.)
4. On your own, read the text you and your partner chose.
5. With your partner, annotate the text for the gist one paragraph at a time.
6. As a research team, tell each other the gist of the texts each pair read.

B. Rereading for Who? Where? Why?

1. Keep working with the same partner and the same text you read in Part A.
2. For this step, don't fill out the Research Guide yet. Instead, just underline key details on the actual text.
3. Be sure you have colored pencils: red, green, and blue (or highlighters).
4. With your partner, focus on the Who? With your red pencil, underline information that tells you who the refugee(s) is/are. (Look at the Who row of the Research Guide, specifically the questions in parentheses, to help you know what details to look for.)
5. Still with your partner, focus on the Where? With your green pencil, underline information that tells you where the refugees had to flee from and where they fled to. (Look at the Where? row of the Research Guide, specifically the questions in parentheses, to help you know what details to look for.)

6. Still with your partner, focus on the Why? With your blue pencil, underline information that tells you why the refugees had to flee. (Look at the Why? row of the Research Guide, specifically the questions in parentheses, to help you know what details to look for.)
7. Share the evidence you have underlined on your text with the rest of your team.

116.

117.

Research Team Task Card

C. Gathering Evidence on Research Guides

1. Trade texts with the other pair in your research team.
2. For the text the OTHER pair underlined, record key evidence.
3. Focus on the evidence underlined in red. On the Who? row of your Research Guide, record the strongest evidence (left-hand column) and the source (right-hand column).
4. Focus on the evidence underlined in green. On the Where? row of your Research Guide, record the strongest evidence (left-hand column) and the source (right-hand column).
5. Focus on the evidence underlined in blue. On the Why? row of your Research Guide, record the strongest evidence (left-hand column) and the source (right-hand column).
6. Trade texts back, so you have the text you and your partner read. For homework, you will take this text home with you to finish gathering evidence on the Research Guide.

118.

Writer's Glossary for Row 4 of the Writing Rubric

Words from GRADE 6-8
EXPOSITORY WRITING EVALUATION RUBRIC

Word/Phrase	Page	Definition
conventions	4	a formal agreement, especially between countries, about particular rules or behavior Ex: <i>Standard English conventions mean that anyone who speaks English can understand what is written in English.</i>
standard English grammar	4	rules for how the English language will be spoken and written Ex: <i>In English, the subject of a sentence usually comes before the verb.</i>
emerging	4	in an early state of development Ex: <i>A student who is an emerging writer is just beginning to learn how to write well.</i>
frequent	4	happening or doing something often Ex: <i>Frequent spelling mistakes make a writer's work hard to read and understand.</i>
hinder	4	to make it difficult for something to develop or succeed Ex: <i>Sentence fragments or run on sentences hinder a reader's understanding of a piece of writing.</i>
valid (opposite: invalid)	2	a reason, argument etc that is based on what is reasonable or sensible Ex: <i>The idea that South Sudan is a dangerous place is valid.</i>

		Opposite: something that is not logical or reasonable
Other new words you encountered:		

119.

120.



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Unit 3

Culminating Project: Free Verse

Inside Out and Back Again Poems

“Inside Out” Poem Graphic Organizer

(front side)

Name:

Date:

Character Profile:

Who is your refugee? (Age, male/female)

Where did he/she come from? (place and time)

Why did he/she flee?

Where did he/she flee to?

Scene:

121.

“Inside Out” Poem Graphic Organizer

(back side)

122.

123.

Beginning of Poem	Using strong word choice, and figurative language write the research information in your own words:	Why these words? How will this word choice affect the meaning and tone of your poem?
Who are you? (Include as many of the following: race, nationality, religion, political affiliation.)		
Middle of Poem	Using strong word choice, and figurative language write the research information in your own words:	Why these words? How will this word choice impact the meaning and tone of your poem?
Where are you from, and why did you flee? What hardships did you face in your country?		
End of Poem	Using strong word choice, and figurative language write the research information in your own words:	Why these words? How will this word choice impact the meaning and tone of your poem?

What was it like for you after you fled? Where did you go? Where did you find help? Where did you settle? How was your life turned “inside out”?		
--	--	--

124.

What Makes an Effective Poem? Note-catcher

Name:

Date:

Poem criteria	Example	Content in Context of Scene

GRADE 8: MODULE 1: UNIT 3: LESSON 2
Word Choice, Tone and Meaning
Note-catcher

 Name:

 Date:
 • “Papaya Tree” from Inside Out and Back Again

• Scene:

• 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?

• Feeling/Meaning

- For each word or phrase, **describe the emotion, feeling or meaning** it conveys.

• Tone

- Based on the images, words, and phrases you have selected, describe the tone of the text with one word (examples: angry, violent, or harsh).

•	•	•
---	---	---

**Word Choice, Tone and
Meaning Note-catcher**

<ul style="list-style-type: none"> • “Wet and Crying” from Inside Out and Back Again 		
<ul style="list-style-type: none"> • Scene: 		
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

126.

Using Strong Action Verbs

As writers, we often get stuck in particular patterns of writing, and one of these patterns is using the same verbs over and over again. One way to solve this problem is by replacing your general verbs with strong **action verbs**.

This table reveals several examples of general verbs and the vivid verbs that you can use to replace them. Keep in mind that each vivid verb has its own distinct meaning.

General Verb	Strong Action Verb
dislike	abhor, abominate, avoid, condemn, deplore, despise, detest, disapprove, hate, loathe, resent, scorn, shun
eat	consume, devour, dine, feast upon, gobble, ingest
like/love	admire, adore, appreciate, cherish, be fond of, worship
run	dart, dash, jog, lope, scamper, scurry, sprint
say/said	address, critique, define, establish, evaluate, examine, formulate, identify, propose, recommend, report, suggest, urge
walk	amble, hike, march, plod, saunter, stroll, stride, trek, trudge
work	employ, labor, toil, slave

127.

Stars and Steps:

“Inside Out” Poem

.....
Name:

.....
Date:

-
- “The poem clearly introduces who the refugee is, where he/she is fleeing from, why he/she has to flee, and how he/she has turned ‘inside out’ in the context of a compelling scene.”
-

• Star:
•
•
• Step:
•
•

“Who the refugee is, where he/she is fleeing from, and why he/she has to flee is developed with well-chosen and concrete facts from informational texts.”

• Star:
•
•
• Step:
•
•

128.

Stars and Steps:

“Inside Out” Poem

-
-
- Word Choice

• Star:
•
•
• Step:
•
•

129.

130.

Peer Critique Guidelines

131.

132.

133.

1. **Be kind:** Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.

134.

2. **Be specific:** Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into *why* it is good or what, specifically, you like about it.
3. **Be helpful:** The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.
4. **Participate:** Peer critique is a process to support each other, and your feedback is valued!

Stars and Steps:
“Back Again” Poem

.....
Name:

.....
Date:

-
- “The poem clearly introduces who the refugee is, where he/she is fleeing from, why he/she has to flee, and how he/she has turned ‘back again’ in the context of a compelling scene.”
-

• Star:
•
•
• Step:
•
•

“The poem has a beginning, middle, and end that connect to each other to create a unified poem.”

• Star:
•
•
• Step:

•
•

Stars and Steps:
“Back Again” Poem

Word Choice

• Star:
•
•
• Step:
•
•

Homework:
Inside Out & Back Again Review

Write a short review (no more than three paragraphs) of the novel *Inside Out & Back Again* for someone who is thinking about reading it. Answer these questions in your review:

- What is the book about?
- What did you think of the book? Why?
- How effective was the use of poetry in conveying this particular refugee experience?
- Why do you think this author may have chosen to include both “inside out” and “back again” poems?
- Would you recommend this book to someone? Why/why not?