<table>
<thead>
<tr>
<th>I notice ...</th>
<th>I wonder ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• What is home?
• How do critical incidents reveal character?
• What common themes unify the refugee experience?
• How can we tell powerful stories about people’s experiences?
Fist to Five chart

I completely understand
I mostly understand
I understand pretty well
I could use more practice
I need help
I don't understand at all

(example from http://classroomcollective.tumblr.com/post/25456453723)
1. How do the events in this poem connect to the first poem we read, “1975: Year of the Cat,” and the title of the novel, *Inside Out & Back Again*?

2. What does the fortune-teller foretell about the family’s future?

3. Ha lives in a war-torn country. How does she hope her life will be turned inside out?

4. Ha knows that ‘inside out’ probably means something different. What will probably happen?
Reread pages 4–9 of *Inside Out & Back Again*, from “Inside Out” through “Papaya Tree.”

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

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

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
  * A focus statement
  * At least three pieces of specific evidence from the text
  * For each piece of evidence, an analysis or explanation: what does this evidence mean?
  * A concluding sentence
1. How did the papaya tree begin to grow? Was the planting of the tree intentional or a careless act? How do you know this?

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

3. Ha vows to be the first to witness, or observe, the ripening of the papaya fruit. What does the word vows mean in this context? Where else did we read that Ha wanted to be the first at something instead of her oldest brother?

4. What can you infer or conclude about Ha’s character based on the incidents she describes in these two poems?
How is Ha’s life affected by where and when she is living?

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
Directions:
Read “Birthday Wishes” (pages 30–31).
Think about the questions.
Reread the text with the questions in mind. Look for details.
Write your answers, using specific evidence from the text to support your thinking.

1. In the first line of the poem, Ha says, “Wishes I keep to myself.” What can you infer about Ha’s character based on this phrase?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

2. In the sixth stanza of the poem, Ha says, “Wish Mother would stop chiding me to stay calm, which makes it worse.”
   
   Part A: What do you think the word chiding means in this context?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

   Part B: What evidence in the text helped you figure this out?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
3. In stanza 8, Ha writes, “Wish Father would come home.” What two reasons does Ha give for this wish? Cite specific details from the text to support your answer.

__________________________________________________________________________

__________________________________________________________________________

4. Ha writes of seven wishes.
   Part A: Based on these seven wishes, and other things you know about Ha, which of the following best describes her character?
   a. She selfishly wishes for things to make her happy.
   b. She is a complex character who wishes for both childlike and serious things.
   c. Her wishes show that she wants to please others.
   d. She is unrealistic and just wishes for impossible things.

Part B: Cite specific details from the text to support your answer in Question 4, Part A.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
5. Who is Ha? Based on this poem, “Birthday Wishes,” and one other poem you have read so far in the novel, describe Ha as a character: her traits, values, or beliefs. Write a paragraph in which you explain your current understanding of Ha, using specific evidence from the text of both poems to support your analysis. You may use your journal, your book, QuickWrite 1, and the “Who Is Ha?” anchor charts posted in the room to support your answer. Be sure to indicate the title of the second poem (as well as any other poems you choose) in your response.

- 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
The Vietnam Wars

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

By Tad 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 5,000 years, building roads and farms, 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 "noble sojourners," 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 20 A.D., the Tran sisters led the first uprising, then dwindled themselves rather than surrender when the Chinese returned to surround their troops. Two centuries later, another woman entered the pantheon of war heroes. Wearing pearl-encrusted armor, 18-year-old Ngoc Lan fought the Chinese in 244 A.D.
From SCHOLASTIC UPDATE. Copyright © 1995 by Scholastic Inc. Reprinted by permission of Scholastic Inc.
By 1941, Ho was known as a strong supporter of Vietnamese independence. For 30 years he had fought from France to China to the Soviet Union, preaching Communism and nationalism in Vietnamese living abroad. When he returned to Vietnam, his fragile body and his devotion to the cause won him 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 banners, 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 “Dé Lập, Dé Lập”—independence—I declared Vietnamese free from 52 years of French rule.

The Fall of the French 1945-1954

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

Ho, meanwhile, consolidated power, jail, or executing thousands of opponents. He also appointed several times for U.S. help, but to no avail. Determined to fight on, Ho

From SCHOLASTIC UPDATE. Copyright © 1995 by Scholastic Inc. Reprinted by permission of Scholastic Inc.
From SCHOLASTIC UPDATE. Copyright © 1995 by Scholastic Inc. Reprinted by permission of Scholastic Inc.
From SCHOLASTIC UPDATE. Copyright © 1995 by Scholastic Inc. Reprinted by permission of Scholastic Inc.
What are the dates of this section?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 even imply here?</td>
<td></td>
</tr>
<tr>
<td>2. In paragraph 1 of this section, what do you think the phrase forged in the crucible of war means?</td>
<td></td>
</tr>
<tr>
<td>3. In paragraph 2 of this section, it says that the Chinese described the Vietnamese as the pacified south. Based on context clues, what do you think this word means? What does the author’s use of this word help us understand about the Vietnamese?</td>
<td></td>
</tr>
<tr>
<td>4. In paragraph 3 of this section, the author describes a pantheon and string of war heroes. The word pantheon means like a hall of fame. Based on this information and other context clues, what does the word string mean as it is used in this text? What specifically do you notice about the heroes the author lists and how he describes them?</td>
<td></td>
</tr>
<tr>
<td>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 citadel 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?</td>
<td></td>
</tr>
<tr>
<td>6. CHALLENGE: Focus on the last sentence, and the phrase gracious in victory. What seems to be the author’s perspective toward the Vietnamese people? What specific words or phrases in this section led you to infer that perspective?</td>
<td></td>
</tr>
</tbody>
</table>
Summary: The main idea of this section of the text. (Write a complete sentence).

Connection: This part of the article helps us understand the following about Ha or her situation:
What are the dates of this section?

### Questions

<table>
<thead>
<tr>
<th></th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In paragraph 1 of this section, it says, “The time was ripe.... 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.” Based on what you can figure out about these three key vocabulary words, explain what happened.</td>
</tr>
<tr>
<td>2.</td>
<td>Cite specific details from the text that describe Ho Chi Minh.</td>
</tr>
<tr>
<td>3.</td>
<td>Focus on paragraph 2. Paraphrase (write in your own words) what Ho Chi Minh wanted for the Vietnamese.</td>
</tr>
<tr>
<td>4.</td>
<td>In paragraph 3, the author states that Ho Chi Minh “asserted 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?</td>
</tr>
<tr>
<td>5.</td>
<td>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?</td>
</tr>
</tbody>
</table>

Main idea: This section is mostly about.... (Write a complete sentence.)
What are the dates of this section?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In paragraph 1 of this section, it says that Vietnam’s emperor was “wary” that the Frenchman’s religion was just the calling card 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 wary means?</td>
<td></td>
</tr>
<tr>
<td>2. In paragraph 4 of this section, it says that the French “misread their colonial subjects” and that the Vietnamese “spurned 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?</td>
<td></td>
</tr>
<tr>
<td>3. The author titled this section “Everything Tends to Ruin.” What does the word tend 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”?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
</tbody>
</table>

Main idea: This section is mostly about.... (Write a complete sentence.)
What are the dates of this section?

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

Summary: The main idea of this section of the text. (Write a complete sentence.)
QuickWrite 3: What connections do you see between Ha’s situation and the information you read in the article “The Vietnam Wars”?

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

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.

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

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

________________________________________

________________________________________

________________________________________

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

________________________________________

________________________________________

________________________________________

Directions: Reread “TV News” (pg. 24-25) and “Closed Too Soon” (pg. 38-39). Inside the arrow, write down key incidents that show how the war in Vietnam is getting worse and increasingly dangerous for Ha and her family.
What are some details from the text that describe the danger in Ha’s country?

What does the title “Closed Too Soon” mean? What is closing? Why does Ha say it is “too soon”?

Who are the Communists Ha is referring to?

Brother Quang says, “One cannot justify war unless each side flaunts its own blind conviction.”

* Given these definitions, what do you think Brother Quang means?
If conviction is a strong belief or opinion, what might a blind conviction be?

• How is Ha’s papaya tree doing? How do you know?
• Is the papaya tree healthy or not? What is your evidence?
Based on the poems on pages 42–47, what is the decision Ha’s family is trying to make? Is this decision challenging for them? Why or why not? Write a complete paragraph in which you explain your answer using specific details from the text.

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

- Answer the prompt completely
- Provide relevant and complete evidence
- Paragraph includes the following:
  * A focus statement
  * At least three pieces of specific evidence from the text
  * For each piece of evidence, an analysis or explanation: what does this evidence mean?
  * A concluding sentence
<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> 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 battleground 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.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> In that same paragraph, the author writes that “The U.S, committed to containing the spread of Communism, backed 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?</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> What does it mean that “Dien Bien Phu fell?” What happened?</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong> In paragraph 1 of the section “Doc-Lap at Last,” the author says, “The Americans cringed at the thought of a Communist Vietnam.” The word cringe literally means “to bend your head in fear.” In this context, what does cringe mean? What feeling does the word “cringe” give you, and how does that help you understand the main idea of this paragraph?</td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> A peace accord is a peace agreement. Who agreed to what?</td>
<td></td>
</tr>
</tbody>
</table>

Summary: The main idea of these two paragraphs in the text. (Write a complete sentence.)
<table>
<thead>
<tr>
<th>Question</th>
<th>Review: In the first paragraph in this section, what does it mean that the Americans <em>cringed</em> at the thought of a Communist Vietnam?</th>
<th>The text says that President Diem managed to &quot;<em>alienate</em> everyone.&quot; Based on context clues in this sentence and the surrounding text, what do you think <em>alienate</em> means? What specifically did President Diem do to <em>alienate</em> the people in the South?</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review: What is a peace <em>accord</em>?</td>
<td>The text says that the Viet Cong &quot;<em>operated stealthily under cover</em> of the jungle.&quot; In this context, the word <em>operated</em> 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 <em>elusive</em> enemy?</td>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>Review: Why did the Americans <em>back</em> Ngo Dinh Diem in South Vietnam?</td>
<td>Explain this sentence in the final paragraph: “Two years later, on April 30, 1975, columns of North Vietnamese soldiers entered Saigon, <em>meeting little resistance</em> from the <em>demoralized</em> South Vietnamese army.” What happened?</td>
<td>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?</td>
<td></td>
</tr>
</tbody>
</table>
What are the dates of this section?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

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:

________________________________________________________________________________________

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

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
### Jigsaw Recording Form

**Name:**

**Date:**

<table>
<thead>
<tr>
<th>Character</th>
<th>Possessions left behind + specific details from the text about that possession</th>
<th>What do these possessions tell you about this character?</th>
<th>How do you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ha</td>
<td>Papaya tree&lt;br&gt;It has grown twice as tall as Ha (page 8)&lt;br&gt;She wants to be the first one to see the fruit ripen (page 9)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Brother Quang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brother Vu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brother Khoi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What can you infer about Ha from how she describes her family members?
The title of the poem you just studied is “Left Behind.” For the specific character you studied during our Jigsaw activity today, explain the more symbolic aspect of what that person had to leave behind.

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

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

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

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

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

Date:  

<table>
<thead>
<tr>
<th>Question</th>
<th>Write</th>
<th>Pair-Share (additional thoughts after sharing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why does Brother Vu want to cut down the ripening fruit rather than let the Communists have it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why is Brother Vu the brother most likely to cut down the papaya? Use evidence from throughout the novel to support your answer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Word Choice/Text Details
What are some specific images, words, and phrases the author uses that strike you emotionally and give you a feeling of the events described in the text?

### Labeling the Feeling
For each word or phrase, label the emotion or feeling it conveys.

### Tone
Based on the images, words, and phrases you have selected, describe the tone of the text with one word.

<table>
<thead>
<tr>
<th>(Practice with stanza 4)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Brother Vu chops; the head falls; a silver blade slices.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Practice with last stanza)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>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?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(Choose another stanza and try on your own!)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**In the end of the poem “Wet and Crying,” what has happened to hope?** How does the author’s specific word choice help us understand the main message of this poem?
QuickWrite 7:
What happens to hope?

- Get the gist - figure out what the text is mostly about
- Reread
- Cite evidence
- Use details from the text to make inferences
- Use context clues to figure out word meanings
- Talk with others about the text
- Notice details
- Answer questions based on the text
- Pay attention to text structure: titles and headings (in informational text)
- Consider author’s purpose/perspective
- Think about how the author’s word choice contributes to tone and meaning
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
Text: Poem, “Saigon Is Gone”

<table>
<thead>
<tr>
<th>Word Choice/Text Details</th>
<th>Labeling the Feeling</th>
<th>Tone</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>For each word or phrase, label the emotion or feeling it conveys.</td>
<td>Based on the images, words, and phrases you have selected, describe the tone of the text with one word.</td>
</tr>
</tbody>
</table>

**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.
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-choo, 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.
(Soundbite of a 1975 tape)
Mr. DOYLE: This huge helicopter called a Chinook. It's a Boeing. You know, remember them from my mother's house on Berthold Place? So you know those huge helicopters they made down there - those great big ones?

SHAPIRO: Doyle had grown up in Pennsylvania, near the factory that made those helicopters.

(Soundbite of a 1975 tape)
Mr. DOYLE: They came out and tried to land on the ship. Oh, we almost - the thing almost crashed on board our ship. So we finally got them to realize to wave them off, it was too big. You know, he just could not have landed. Well, he flew around us a couple of times and he was running low on fuel. Picture this: we're steaming along at about five knots and this huge airplane comes in and hovers over the fantail, opened up its rear door and started dropping people out of it. And this is about 15 feet off the fantail.

There's American sailors back on the fantail catching babies like basketballs.

Mr. CHIPMAN: The helicopter, it wasn't stationary. It'd come in and hover and, you know, trying to get close as they could. And I remember, at least twice, that he went back up - not real high, you know, 60 feet or so - and he'd slowly come back down.

The helicopter was probably eight to 10 foot in the air as - off the deck, as we were catching the people jumping out. Then we kind of scooch out to the door and just kind of drop down, you know, as easily as they could. This - I mean, juts the noise is tremendous. It's the biggest Chinook they make with the four sets wheels. The wind off this thing, it's like being in a hurricane.

SHAPIRO: One mother dropped her baby and her two young children toward the outstretched arms of the sailors below.

Mr. CHIPMAN: I remember the baby coming out. You know, there was no way we were going to let them hit the deck or drop them. We caught them. I was pretty small myself back then - weighed 130 pounds. Even as small as I am, you know, they come flying out and we caught them.

SHAPIRO: These were the Vietnamese army pilots' children. He'd saved the lives of his passengers, but now he was out of fuel and surrounded by
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.
Task: After reading the poem, “Saigon is Gone,” and listening to and reading the transcript from “Forgotten Ship: A Daring Rescue as Saigon Fell,” write two paragraphs: one about each text.

Answer this specific question: In this text, what is the message each author is intending to convey about the fall of Saigon? Explain how specific word choices help create a tone that contributes to the text's meaning.

Use these materials during this assessment:
✓ The poem “Saigon Is Gone”
✓ The transcript “Forgotten Ship”
✓ Your journal
✓ Your Word Choice, Tone, and Meaning note-catcher (from Lesson 13)
✓ Any anchor charts we have created together that will help you as you think, plan, and write.

Each paragraph will be just like the QuickWrites you have been practicing, and should meet the following 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

It is important that you select the strongest evidence that you have (rather than all of the evidence that you have) for each paragraph.
Equal Opportunity Notice
CA BOCES hereby advises students, parents, employees and the general public that it offers employment, programs and educational opportunities, including vocational education opportunities, without regard to gender, race, color, national origin, handicap or any other legally protected status. Inquiries regarding this non-discrimination policy and grievance procedures may be directed to:
Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.