



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 1: Lesson 7

Building Background Knowledge: Small-Group Work to Learn More about the History of Wars in Vietnam



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



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader: Reviewing Homework (8 minutes) B. Review Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Modified Jigsaw, Part I: Key Vocabulary and Questions (15 minutes) B. Modified Jigsaw, Part II: Sharing our Summaries (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief: Adding to Our “Things Close Readers Do” Anchor Chart (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Reread Section 4, “The Fall of the French,” complete the questions and notes, and complete QuickWrite #3 | <ul style="list-style-type: none"> • Lesson 7 continues the arc of instruction begun in Lesson 6; here, students work more independently with sections 2-4 of the same article, “The Vietnam Wars.” Note that the <u>final</u> section of the article, “Doc Lap at Last,” is addressed in Lessons 9 and 10. • Continue to remind yourself and students of the purpose of reading these middle sections of this dense informational text: to build basic background knowledge about the history of wars in Vietnam. Students do NOT need to understand every twist and turn in this long complex history. Continue to focus them on the main idea, and encourage them to consider how this informational text is helping them understand the novel. • If appropriate, collaborate with the Social Studies teacher, so students have additional time in Social Studies class to reread this text in greater detail, or go into the historical issues in greater depth. • This lesson involves a “Jigsaw” protocol, in which students build expertise about just one portion of the text, and then share that expertise with peers who read other portions. The note-catchers students use is very similar to the one they used as a whole class during Lesson 4. • Part B of Work Time involves a “modified” Jigsaw: the sharing is done whole group, as guided practice with teacher support. (Note that in Lesson 10, the Jigsaw structure is used again, and students are expected to share more independently). • There is a separate note-catcher for each section of the text. It is recommended to give all students a full “packet” of all three note-catchers (since they will need all three during Part B of Work Time). During Part A of Work Time, help each group focus on just the one page for the single section of the text they are working on. • The opening of this lesson includes a brief model on how to write a summary statement. Use students’ summary writing about the section they read as baseline formative assessment data on their ability to summarize; consider including more guided practice for some groups if needed. • Review: cold call Checking for Understanding technique, Jigsaw protocols (Appendix 1). • QuickWrite 3 (for homework). |



| Lesson Vocabulary | Materials |
|---|--|
| <p>central idea, key incidents, informational text, historical fiction, context (review)</p> <p>Section 2: calling card, wary, misread, spurned, tends, ruin, pacify</p> <p>Section 3: tumult, time was ripe, swept, asserted</p> <p>Section 4: kindled, appealed, to no avail, committed, containing, backed</p> | <ul style="list-style-type: none"> • “The Vietnam Wars” article (from Lesson 6) • Sticky notes (five per student) • “The Vietnam Wars” Questions and Notes: Sections 2, 3, or 4 (during Work Time Part A, each small group needs the note-catcher only for their own assigned section; during Work Time Part B, all students need all three note-catchers in order to take notes as their peers share) • Things Close Readers Do anchor chart (begun in Lesson 2; added to in this lesson) • QuickWrite 3 (one per student; for homework) |

| Opening | Meeting Students’ Needs |
|--|-------------------------|
| <p>A. Engaging the Reader: Reviewing Homework (8 minutes)</p> <ul style="list-style-type: none"> • Students should be seated in the small, heterogeneous “numbered heads” groups they have been meeting with so far in this unit. • Ask students to get out their homework: “The Vietnam Wars” Questions and Notes: Section 1: The Chinese Dragon (one per student). • Ask students to take two minutes to turn and talk with a partner about their notes. Listen in to gauge students’ understanding. • Refocus students whole group. Briefly model writing a summary statement for Section 1. Tell students that a strong summary will be a brief statement about the most important information. Write, “The main idea of Section 1 is that the Vietnamese are warriors who have been fighting many different countries for over 1,000 years.” • Ask students to check their own summary against this basic model. • Then focus whole group on the last question for Section 1: <ul style="list-style-type: none"> * “What seems to be the author’s perspective toward the Vietnamese people? What specific words or phrases led you to infer that perspective?” | |



| Opening (continued) | Meeting Students' Needs |
|---|--|
| <ul style="list-style-type: none">• Cold call students to share out. Listen for them to have figured out that the author respects the Vietnamese people. If they do recognize this, probe, asking for specific words that led them to this inference. If students are struggling, model briefly. This might sound like, "I noticed a lot of really positive words, like 'warrior' and 'heroes' and 'momentous.' So I think the author respects the Vietnamese and how they fought for their country."• Tell students they will continue to focus on the author's word choice as they work in their groups today. | |
| <p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Have learning targets posted for review. Remind students that these are the same targets they worked with in Lesson 6. Ask a volunteer to read the first learning target aloud to students.• Remind students that today, they will work collaboratively in groups on Sections 2, 3, and 4 of the article, and share what they have learned with groups who read other sections.• Remind them of the purpose for reading this informational text: it provides important background knowledge about the history of war in Vietnam, which will in turn help them understand the time and place that Ha describes in her diary. Also remind students that this history is very complex; they do not need to memorize every single name and date. They should focus on the central ideas. | <ul style="list-style-type: none">• Some students may benefit from having pictorial representations of the learning targets. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Modified Jigsaw, Part I: Key Vocabulary and Questions (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will do work similar to what they did together for Section 1. But today, they will work in small groups.• Briefly explain the Jigsaw protocol: tell students that each group will reread and summarize just one section of the article, and that they then will share what they learned with peers in other groups who reread a different section.• Remind students that their goal is to understand more about Vietnam so they can understand more about what is going on with Ha and her family. They do not need to understand every detail in their section of the text.• Give groups 2 minutes to reorient to their section, silently rereading. As students reread, circulate to distribute “The Vietnam Wars” Questions and Notes (for the specific section each group was assigned).• Then, ask groups to discuss the gist with their small group:<ul style="list-style-type: none">* “What is the gist of this section? What was your initial sense of what it is mostly about?”• Ask students to take 10 minutes to do the following:<ol style="list-style-type: none">1. Read the questions on the Questions and Notes for your specific section.2. With your partner, reread your section of text with these questions in mind.3. Work with your partner to answer the questions.• Then ask students to work in their small group of four to prepare to share their brief summaries (which they wrote on the note-catchers). | <ul style="list-style-type: none">• The teacher may offer selected, shorter passages to specific groups based on the readiness of the group. This provides an opportunity for students to read a complex text within the eighth-grade level span, but differentiates the length of the text, not the complexity.• Some students may benefit from a partially completed Questions and Notes organizer.• Some students may benefit from summary frames.• Many students will benefit from having a visible timer or stopwatch to help them pace themselves during these activities. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>B. Modified Jigsaw, Part II: Sharing Our Summaries (15 minutes)</p> <ul style="list-style-type: none">• Tell students that now different groups will share with the class about the section they read.• Allocate 5 minutes per section for sharing. Be clear that they are not sharing everything on their note-catcher: just the summary, and then specific evidence that will help their peers understand that summary statement.• Begin with the small groups that focused on Section 2.<ol style="list-style-type: none">1. Call on a “numbered head” to share the summary of what their group read.2. Ask another “numbered head” to elaborate, citing specific evidence.3. Clarify as needed.4. Give students who did not read that section a moment to jot down the summary statement that was shared.• Repeat with Section 3, then Section 4, so the class has heard the summary and evidence from each group.• Ask students to hold on to their Questions and Notes (for all three sections) to support them as they reread and do a QuickWrite for homework. Tell students they should hold on to their article because they will need it for their homework, and they will also read the last section in a future lesson. | <ul style="list-style-type: none">• It might benefit a specific small group for you to sit with them and read portions of the text aloud.• Be strategic about the numbered heads you call on during this lesson. Because students have read complex text fairly independently, you might consider calling on several of your stronger readers. |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Debrief: Adding to Our “Things Close Readers Do” Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Preview the homework. Remind students that this text is difficult, and that they will revisit key passages in future lessons. Encourage them to persevere. • Remind them also that the homework asks them to begin to connect this informational text to the novel. They read pages 22–41 of the novel a few days ago for homework, and may want to revisit those pages as they write. • Refer to the Things Close Readers Do anchor chart. Remind students that many aspects of close reading apply for both literature and informational text, and that some aspects are more specific to the type of text. Emphasize that the reading practices they used today are some of the “things close readers do.” They will continue to build their capacity with close reading throughout this unit and module. Ask students: <ul style="list-style-type: none"> * “What new things did you do as close readers today?” • Invite volunteers to share. Add their comments to the anchor chart. Listen specifically for students to notice new practices: <ul style="list-style-type: none"> * Pay attention to text structure: titles and headings (in informational text) * Consider the author’s purpose/perspective • If no student suggests these, remind them and add to the anchor chart. • Remind students that they have been practicing close analytical reading with both informational text and the novel. Tell them that in Lesson 8, they will return to the novel. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none"> • Reread Section 4, “The Fall of the French.” Use the questions on the note-catcher to help focus your reading. • QuickWrite 3: How do the details in this informational text connect to Ha’s circumstances? Be sure to include evidence from the novel and the article in your answer. | <ul style="list-style-type: none"> • Some students may benefit from having a paragraph frame for completing the QuickWrites. |



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Supporting Materials



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What are the dates of this section?

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



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



What are the dates of this section?

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



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



What are the dates of this section?

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



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



- Get the gist – get your initial sense of 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



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