



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 1: Unit 1: Lesson 6**

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



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine the theme or central ideas of an informational text. (RI.8.2)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.8.4)

I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

**Supporting Learning Targets**

- I can determine the central ideas in one section of the informational text ‘The Vietnam Wars.’
- I can use context clues to determine word meanings.
- I can participate in discussions about the text with a partner, small group, and the whole class.

**Ongoing Assessment**

- Students’ questions and notes for section 1 of the text

**Agenda**

1. Opening
  - A. Sharing Exemplar: A Classmate’s QuickWrite 2 (5 minutes)
  - B. Review Learning Targets: Distinguishing Informational Text from Historical Fiction (5 minutes)
2. Work Time
  - A. Inferring Based on a Map and Previewing Informational Text: “The Vietnam Wars” (10 minutes)
  - B. Read-aloud and Guided Note-taking: Section 1 of “The Vietnam Wars” (20 minutes)
3. Closing and Assessment
  - A. Preview Homework and Read-Aloud (5 minutes)
4. Homework
  - A. Reread Section 1 of “The Vietnam Wars,” complete Section 1 note-catcher, and read one new assigned section

**Teaching Notes**

- In advance: type up an exemplary student QuickWrite 2 to share during Work Time Part A. See the note at the end of Lesson 5 for details.
- In this lesson, students do not work directly with pages 22–41 (which they have read for homework). Rather, students build background knowledge about Vietnam. Then, in Lesson 8, students return to discussing the novel in more detail.
- In advance: reread “TiTi Waves Goodbye” (pages 10–11) and “Current News” (page 18). Be prepared to help students see connections between these poems and the informational text they will read in Lessons 6 and 7.
- This lesson focuses on an informational text, which students will revisit throughout the unit. Carefully preview Opening Part B, which includes direct instruction regarding key distinctions—in terms of purpose and perspective—between informational text and literature. These distinctions are reinforced in future lessons as students continue to work with both types of text.
- Note that the article “The Vietnam Wars” is long and challenging. Be clear for yourself, and for your students, that there are two purposes for this reading. One purpose is for students to build basic background knowledge to help them understand the events in the novel. (Therefore, students do *not* need to understand every event in Vietnam’s long and complicated history with various invaders.)
- The second purpose is for students to become better readers of complex informational text. In these two lessons, students apply some key practices of close reading: reading in their heads as a teacher reads aloud, rereading for gist, focusing on key vocabulary, and answering text-dependent questions. However, Lessons 6 and 7 compress several close-reading practices into a single step.
- Lessons 6 and 7 are designed as one arc. Lesson 6 provides direct instruction and guided practice with the first section of the text, which lays the foundation for students to work more independently (in their small groups) during Lesson 7 with the middle three sections of the article.
- Then in Lessons 9 and 10 (when students are further into the novel), they will do a more comprehensive close read of the final section of this same article. More time is given to this section since it addresses the key events that led to the fall of Saigon, which is most relevant to the novel and the focus of the module.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>• Do not tell students in advance that this piece addresses centuries of Vietnamese history; they figure that out from the text. But throughout the lesson, consistently focus students on how the details are helping them understand the main idea of the text, and how that in turn will help them understand Ha’s experiences.</li> <li>• Questions and Notes, Section 1 note-catcher focuses on key vocabulary. Students are told the definitions of some concrete words that can be taught quickly, in order to focus their attention on the more challenging academic vocabulary that they can figure out from context clues.</li> <li>• 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.</li> <li>• In advance: determine which section of the article (2, 3, or 4) to assign to each small group for homework (in Closing). Note that students need to hear some of each section read aloud in order to do their homework more independently; allow time for this.</li> <li>• This lesson involves the Think-Pair-Share protocol. Students may remain in the same pairs from previous lessons, or consider pairing students with new partners as needed.</li> <li>• Review: Think-Pair- Share; cold call (Appendix 1).</li> </ul>

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

Opening	Meeting Students’ Needs
<p><b>A. Sharing Exemplar: A Classmate’s QuickWrite 2 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that they are working hard to learn to analyze the text as they read, discuss, and write. Point out specific growth you are noticing that students are making with these skills.</li> <li>• Using your <b>document camera</b> or other means of projection, show the class <b>a student’s exemplar QuickWrite 2</b> (from Lesson 4 homework) that is a strong example of supporting ideas with evidence from the text.</li> <li>• Highlight how the author of the model uses specific details to support his or her ideas, and the way the author has woven evidence into the paragraph.</li> <li>• Encourage students to continue to cite and explain evidence in their writing and during discussion.</li> </ul>	Providing models of expected work supports all learners, but especially supports challenged learners.



Opening	Meeting Students' Needs
<p><b>B. Review Learning Targets: Distinguishing Informational Text from Historical Fiction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Students should be seated in the small, heterogeneous “numbered heads” groups they have been meeting with so far in this unit.</li> <li>• Invite students to briefly share, based on their own QuickWrites they have written, and additional details they noticed in their reading:             <ul style="list-style-type: none"> <li>* “What are some key details you noticed that helped you understand how Ha’s life is affected by the time and place her story is set in?”</li> </ul> </li> <li>• Call on a “numbered head” to share out one detail per group with the whole class. Listen for students to share details such as the following: her best friend, TiTi, and her family leave the country; Ha’s father is missing in action and hasn’t been heard from in nine years; her mother works two jobs to make ends meet; food and gasoline are expensive; and there’s bad news about the Communists being close to Saigon. Encourage students to add a few key details to their notes.</li> <li>• Have learning targets posted for review, and read the first learning target aloud to students:             <ul style="list-style-type: none"> <li>* “I can determine the central ideas in one section of an informational text about the Vietnam War.”</li> </ul> </li> <li>• Tell students that today they will begin reading an informational text that will help them understand why there are bombs near Ha’s home, why Americans were in Vietnam, and why Communists were invading Saigon.</li> <li>• Briefly distinguish informational text from literature, specifically historical fiction: informational text is factual information about real events; historical fiction, like <i>Inside Out &amp; Back Again</i>, is a made-up/imagined story that is based on real events. Tell students that authors of historical fiction usually do a lot of research to learn about the time and place they are writing about. And readers often get so interested in the events described in the novel that they then choose to read informational text to help them better understand the time and place. The class will be doing that today.</li> <li>• Emphasize that literature and informational texts typically have different purposes. Authors of informational text write to “inform” or teach the reader about a topic. That means that usually informational text is written in a more straightforward, objective, “just the facts” perspective. Literature, on the other hand, is written to bring readers into a real or imagined world. Stories are often written from the perspective of a particular character: we see the world through that person’s eyes.</li> <li>• Discuss that informational text may have many <i>central ideas</i>, or important ideas. It is important to practice reading informational text closely in order to notice these ideas.</li> <li>• For the next few days, they will not be reading or discussing the novel. Instead, their goal today is to begin to build background knowledge that will help them understand why Ha’s country is experiencing war. Tell students that this text may begin to help answer some of the questions they generated during the very first lesson.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Inferring Based on a Map and Previewing Informational Text: “The Vietnam Wars” (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>map of Asia</b> for students to view. Help students focus on South and North Vietnam. Ask students,               <ul style="list-style-type: none"> <li>* “What do you notice about these countries relative to the countries around them?”</li> </ul> </li> <li>• Listen for students to recognize that these countries are small and surrounded by much larger countries, specifically China.</li> <li>• Ask students to think, then turn and talk with a partner, about this question:               <ul style="list-style-type: none"> <li>* “Based on what you notice, what can you infer about the history of Vietnam and its relationship with the countries around it?”</li> </ul> </li> <li>• Invite volunteers to share out. Listen for students to infer that Vietnam may often have been invaded by larger countries. If students don’t come to this conclusion yet, that is fine; the text will clarify this.</li> <li>• Point out to students that their inferences are based on something they saw and something they already knew. And this inference is in effect a prediction: they will now get to read the text to see if they were right.</li> <li>• Distribute and display the article “<b>The Vietnam Wars.</b>” Focus students on the title. Ask,               <ul style="list-style-type: none"> <li>* “How does the title help you understand the coming article?”</li> </ul> </li> <li>• Probe, asking specifically,               <ul style="list-style-type: none"> <li>* “Why do you think the title has the word ‘Wars,’ plural, rather than just ‘War?’”</li> </ul> </li> <li>• Listen for students to infer that this article is about the history of war in Vietnam, not “just” the Vietnam War they may have heard about (which took place in the 1960s and 1970s).</li> <li>• Focus students on the subtitle. Read it aloud as students read silently in their heads: “By the time American troops arrived on their shores, the Vietnamese had already spent centuries honing a warrior tradition in a series of brutal wars.” Ask students,               <ul style="list-style-type: none"> <li>* “What do you think the word <i>honing</i> means?”</li> </ul> </li> <li>• If needed, tell them that the word “honing” means perfecting or sharpening.</li> <li>• Invite students to think, then turn and talk:               <ul style="list-style-type: none"> <li>* “In your own words, what does the subtitle of this article tell us about Vietnam?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Heterogeneous grouping of students for regular discussion and close reading exercises will provide a collaborative and supportive structure for reading complex texts and close reading of the text. This will also allow for more talk-time per student when the processing and thinking requires more support and collaboration. Consider pairing students within existing small groups for ease in flexing students from pairs to small groups, and vice versa.</li> <li>• Some students may benefit from using a ruler or piece of paper to underline the lines as they are read aloud.</li> <li>• Many students will benefit from seeing questions posted on the Smartboard or via a document camera, but reveal questions one at a time to keep students focused on the question at hand.</li> <li>• Some students may benefit from having access to “hint cards,” small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions. For example, a hint card might say “check back in the third paragraph on page 7.”</li> <li>• partially completed with sentence starters.</li> <li>• Some students may benefit from receiving only section 1 of the text for this specific lesson. This keeps them from being overwhelmed with the amount of text.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Cold call a student to share with the class. Listen for students to state that Vietnamese have been fighting wars for many centuries. Point out to students that the subtitle is one clear way the author signals his purpose and the main idea. They will read on to learn much more.</li> <li>• Ask students to briefly skim the article, just to get oriented to the text. Ask them to read and number the five subheadings (keep this brief).</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from having the Questions and Notes handout</li> </ul>
<p><b>B. Read-Aloud and Guided Note-taking: Section 1 of “The Vietnam Wars” (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Note that as with other read-alouds in this unit, this is a “pure” read-aloud: simply read slowly and fluently. Do not stop at this point to explain anything.</li> <li>• Remind students that today they will just focus on Section 1: “The Chinese Dragon 208 B.C.–1428 A.D.” Tell students that there is quite a bit of information in each paragraph.</li> <li>• Ask students to pair up. Tell them that to begin to dig into this challenging text, they will do the following:             <ol style="list-style-type: none"> <li>1. Read in your heads as you hear Section 1 read aloud (one paragraph at a time).</li> <li>2. After each paragraph, reread to think, and jot notes about the gist: what is this paragraph mostly about?</li> <li>3. Talk with a partner: what did you jot for the gist?</li> </ol> </li> <li>• For just Section 1 of the text, follow the first three steps described above.</li> <li>• As students are talking with their partner, distribute the <b>“The Vietnam Wars” Questions and Notes: Section 1: The Chinese Dragon (one per student)</b>. Explain the <i>abbreviated</i> process they will follow with Section 1: they will use the Think-Pair-Share protocol as they reread, taking notes on vocabulary and other key questions.</li> <li>• Circulate to listen in and support students as they work. Listen for patterns of confusion in order to determine which specific questions to address whole group.</li> <li>• When 5 minutes remain in work time, pause students and refocus them whole group. Remind students that they will reread this section for their homework, so it is fine if they are not yet quite finished. Tell them that in addition to taking notes in their graphic organizer, students should feel free to <i>annotate</i>, or take notes on the text itself (They will learn more about annotating in future lessons). Check for understanding, focusing on specific questions you noted that were more difficult for students.</li> <li>• Tell students that it is fine if they have had quite enough time to complete their notes; this is part of their homework. Also be sure students know to hold on to their article “The Vietnam Wars”: they will keep coming back to this text over the coming week.</li> </ul>	



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



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# Grade 8: Module 1: Unit 1: Lesson 6

## Supporting Materials



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History

# THE VIETNAM WARS

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

By *Tod Olson*



*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 invaders. 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.

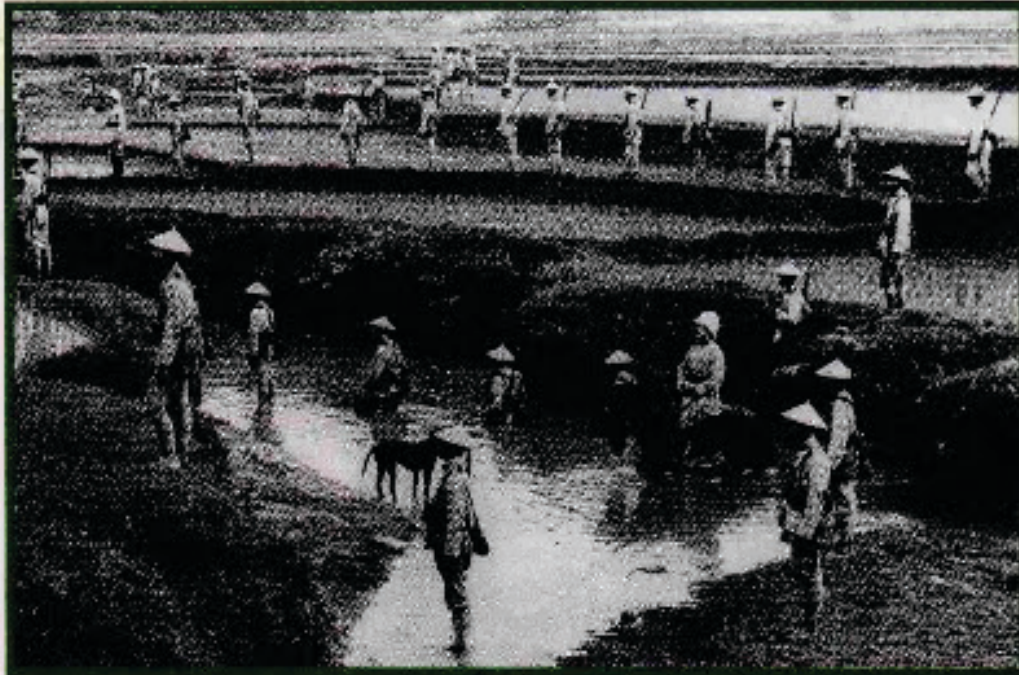
The struggle with China produced a string of heroes who live on today in street names, films, and literature. In 40 A.D., the Trưng sisters led the first uprising, then drowned themselves rather than surrender when the Chinese returned to surround their troops. Two centuries later, another woman entered the pantheon of war heroes. Wearing gold-plated armor

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

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Walter D'Arbo

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

and riding astride an elephant, Trieu An 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 rout 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 1478, Le Loi deployed platoons of elephants against the Chinese horsemen, and forced China to recognize Vietnamese independence. Gracious in victory, Le Loi gave 500 boats and thousands of horses to the Chinese and ushered them home. Except for a brief, unsuccessful foray in 1788, they did not return.

### “Everything Tends to Ruin” 1627-1941

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

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

The French turned the jungle nation into a money-making venture.

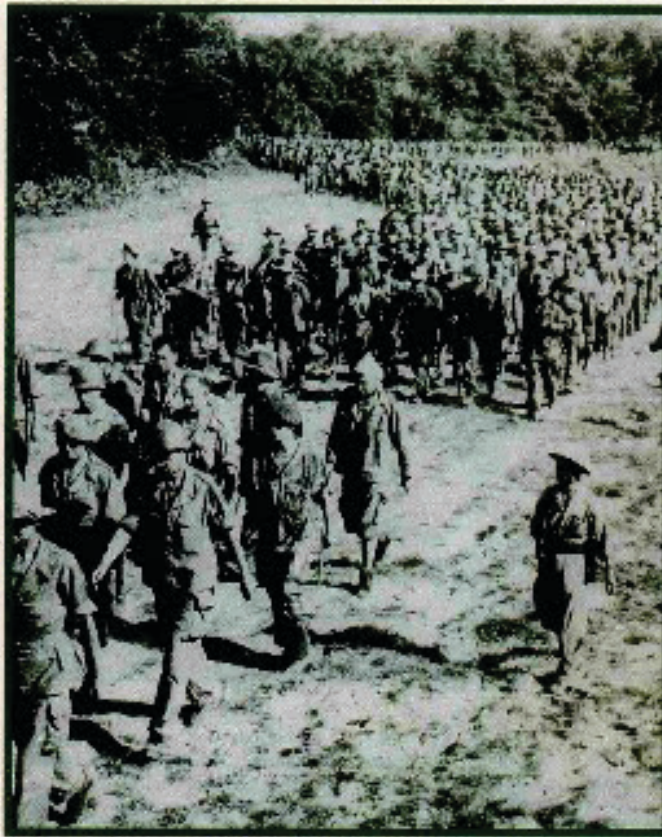
They deftly peasants to produce rubber, alcohol, and salt in slavetlike conditions. They also ran a thriving opium business and turned thousands of Vietnamese into addicts. When France arrived in Vietnam, explained Paul Doumer, architect of the colonial economy, “the Annamites were ripe for servitude.”

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

French colonial officials made clumsy attempts to pacify the Vietnamese. They built schools and taught French culture to generations of the native elite, only to find that most Vietnamese clung proudly to their own traditions. When persuasion failed, the French resorted to brutality. But executions only created

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

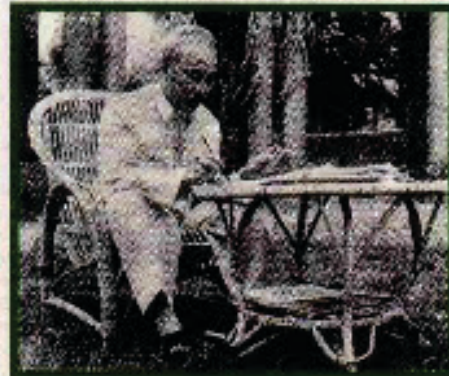
martyrs for the resistance and more trouble for the French. As one French military commander wrote with foreboding before returning home: “Everything here tends to ruin.”

### *Life, Liberty, and Ho Chi Minh 1941-1945*

Early in 1941, a thin, tall figure with a wispy goatee disguised himself as a Chinese journalist and slipped across China's southern border into Vietnam. In a secluded cave just north of Hanoi, he met with his comrades in Vietnam's struggle for independence. The time was ripe, he told them. In the tumult of World War II, the Japanese had swept through most of Southeast Asia, replacing the French in Vietnam with their own

colonial troops. The Vietnamese, he said, must help the Western Allies defeat Japan. In return, the British and Americans would help Vietnam gain independence after the war. In the dim light of the cave, the men formed the Vietnam Independence League, or Vietminh, from which their fugitive leader took the name that would plague a generation of generals in France and the United States: Ho Chi Minh.

*Architect of Vietnamese independence: Ho Chi Minh.*



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

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

### *The Fall of the French 1945-1954*

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

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



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

told French negotiators, “If we must fight, we will fight. We will lose 10 men for every one you lose, but in the end it is you who will tire.”

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

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

Even \$2.5 billion in U.S. aid did not keep the French from wearing down, just as Ho had predicted. The

final blow came in 1954, when General Giap surrounded 15,000 French troops holed up near the remote mountain town of Dien Bien Phu. After two months of fighting in the spring mud, the French were exhausted and Dien Bien Phu fell. Reluctantly, they agreed to leave Vietnam for good.

### *Doc-Lap at Last 1954-1975*

The Americans cringed at the thought of a Communist Vietnam, and picked up where the French left off. A peace second temporarily divided Vietnam in half, promising elections for the whole country by 1956. With Ho in full control of the North,

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

the Americans backed a French-educated anti-Communist named Ngo Dinh Diem in the South.

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

The U.S. responded by pumping



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

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

Meanwhile, in the South, Communist rebels, called the Viet Cong, operated stealthily under cover of the jungle. With aid from the North, they laid mines and booby traps, and built networks of secret supply routes. Like the French before them, U.S. troops—

some 500,000 strong by 1968—pursued their elusive enemy in ways that alienated the people they were supposed to be saving. They burned villages suspected of harboring Viet Cong and sprayed chemicals to strip the jungle of its protective covering. By 1968, 1 out of every 12 South Vietnamese was a refugee.

On January 30, 1968, the Vietnamese celebrated Tet, their New Year, with fireworks and parties. But as darkness fell, a surprise attack interrupted the revelry. More than 50,000 Viet Cong and North Vietnamese troops stormed major cities and even the U.S. Embassy in Saigon.

U.S. troops turned back the so-called Tet Offensive. But the American people, tiring of an expensive and seemingly fruit-

less conflict, turned against the war. President Richard M. Nixon took office in 1969 amid a rising tide of antiwar sentiment. He agreed to begin pulling out of Vietnam. It took four more years of fighting and thousands more casualties, but in March 1973, the last U.S. troops withdrew.

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

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



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What are the dates of this section?

Questions	Notes
<p>1. The first paragraph of this article states, “Long before the Americans, before the Japanese, before the French even, there were the Chinese.” What does the word <i>even</i> imply here?</p>	
<p>2. In paragraph 1 of this section, what do you think the phrase <i>forged in the crucible of war</i> means?</p>	
<p>3. In paragraph 2 of this section, it says that the Chinese described the Vietnamese as the <i>pacified</i> south. Based on context clues, what do you think this word means? What does the author’s use of this word help us understand about the Vietnamese?</p>	
<p>4. In paragraph 3 of this section, the author describes a <i>pantheon</i> and <i>string</i> of war heroes. The word <i>pantheon</i> means like a hall of fame. Based on this information and other context clues, what does the word <i>string</i> mean as it is used in this text? What specifically do you notice about the heroes the author lists and how he describes them?</p>	
<p>5. In paragraph 4 of this section, the author uses a quote from Le Loi’s poet/advisor: it was “better to conquer hearts than citadels.” A <i>citadel</i> is a fortress or strong building to keep people safe. Based on the rest of this paragraph, what do you infer this quote to mean?</p>	
<p>6. CHALLENGE: Focus on the last sentence, and the phrase <i>gracious in victory</i>. What seems to be the author’s perspective toward the Vietnamese people? What specific words or phrases in this section led you to infer that perspective?</p>	



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

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

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