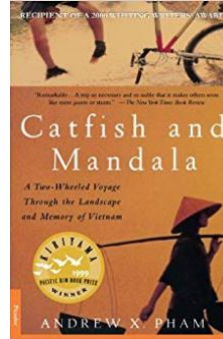


Catfish and Mandala

Lesson Plan



ISBN-10	0312267177
ISBN-13	978-0312267179
Author	Pham, Andrew
Publisher	Picador
Copyright	2000
Lexile	NA
Genre	Biography, Memoir
Synopsis	This autobiographical account tells of a Vietnamese American who feels like an outsider in both America and Vietnam. After his sister commits suicide, Andrew quits his job at United Airlines and sells all his possessions. He takes off on a year-long bicycle journey through the Mexican desert, around a thousand-mile loop in Japan, and finally travels the length of Vietnam. He chronicles his five months in Vietnam searching for his own cultural identity through food, people, and customs.
Themes	War and Conflict, Identity Development
Protagonist	Asian-American Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

Catfish and Mandala, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Self-control requires courage. Courage requires self-control. Power comes from self-control. Self-control requires making decisions and carrying them out. Courage requires self-control to overcome thrill. Making a decision gives you power and control.

What was the Vietnam War?

The Vietnam War was a long, costly armed conflict that pitted the communist regime of North Vietnam and its southern allies, known as the Viet Cong, against South Vietnam and its principal ally, the United States. The divisive war, increasingly unpopular at home, ended with the withdrawal of U.S. forces in 1973 and the unification of Vietnam under Communist control two years

later. More than 3 million people, including 58,000 Americans, were killed in the conflict.

Source: <http://www.history.com/topics/vietnam-war>
 (with videos) <http://www.digitalhistory.uh.edu/era.cfm?eraID=18&smtID=1>
 Map of Vietnam: <http://www.pbs.org/wgbh/amex/vietnam/maps/index.html>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

reparation-8	absolution-9	saga-11	condemned-15	propagandists-17
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- Show, say, explain, expand, explode or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the Setting and main character.
- Point to each timeline item as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. Prologue- 17

Setting	Characters	Pages
Andrew's Grandmother's house	Andrew and Grandmother	Prologue
The Mexican Desert	Andrew and Tyle	5-9
Minh Luong Prison, 1975	Thong, Tuan, and other Vietnamese prisoners of war	10-17

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.

- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- Andrew Pham is a Vietnamese American who arrived in America as a refugee in 1976. The story opens in his Grandmother's house in San Jose. They are sitting in the room where his sister, Chi, committed suicide. His grandmother offers to show him his birth fortune. He declines, quits his job, and rides his bicycle in to the Mexican desert.
- In the Mexican desert, looking for some hot springs. Andrew encounters Tyle. Over a campfire and a bottle of tequila, Tyle tells Andrew that as a Vietnam Veteran, he is sorry for what he did to the Vietnamese people. He asks Andrew, if he ever returns to Vietnam, to tell people about Tyle, how he is living, and how sorry he is. Andrew doesn't know what else to say other than to promise that he will.
- Andrew Phan flashes back to living in Vietnam in 1975 when Saigon fell to the North Vietnamese. In their attempt to flee, they were caught by the Vietcong and imprisoned. After a few months, the women and children were freed, but the men were sent to work camps. Andrew's father was sent to Minh Luong Prison.
- In Min Luong Prison, Andrew's father, Thong promised to tell his best friend Tuan's family of his last words, if Tuan's name was called for trial and execution that night.
- Tuan's name was called that night along with the names of twelve other prisoners. Thong was not among them. Three hours before dawn, Thong awoke like always in the camp and made his way to the latrine. As the catfish roiled below he recalled the truth he was hiding from the Vietcong prison guards. Before his imprisonment, he had been the director of propaganda for the South Vietnamese government. If discovered, he would be executed for sure.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Create a class theme chart of "Living in Two Cultures." After the Vietnam War many Vietnamese fled to the United States, bring their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Create a class theme chart on the "Impact of War." Thought the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scared, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Create a class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming

struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

Character Chart

Create a list of all the people Andrew meets on his travels. Keep track of their significance to his journey.

Character	How is this person important to Andrew's journey?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Choose a scene from today's reading- Grandmother's room, the Mexican desert, Min Luong Prison. Illustrate the scene including as many details from the text as you can.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. Prologue- 17)

1. Who is the narrator of this book?
2. What type of book is this?
3. Describe the several narratives used in this book.
4. What strategies will you use to track these narratives?
5. Who did Andrew meet on his travels through Mexico? What did they talk about?

6. What happened to Andrew's family after the fall of Saigon?
7. What happened to Andrew's father in North Vietnam?
8. What did Thong promise Tuan?
9. What were the prisoners' worst fears in the prison camp?
10. Based on today's reading, explain all you can to a partner the history of Andrew's family.

9. Analyze Analyze the key paragraph.

Key Paragraph – 17

"The VC hated propagandists more than they hated American GIs. They hated propagandists more than they hated the Nationalist Air Force. And Thong was the director."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Writing as Thong, Andrew's father, write a narrative paragraph about his life. Describe his life in Vietnam and his time in Minh Luong Prison. Include one quote in this narrative revealing Thong's courage.

11. Close Close by extending today's lesson to life and the world.

1. What would your autobiography be about?
2. Describe a challenge in your life that you've overcome?

Character Based Literacy Program Lesson Plan

Catfish and Mandala, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who were the Nationalists?

For much of Vietnam's history it has been under foreign rule, primarily by the Chinese. In 1860, France began its domination of the area and had, by the late 19th century, implemented its colonization in a number of regions around the Gulf of Tonkin. During WWII, the Japanese government took control of much of the area and set up a puppet regime that was eventually forced out by the Vietnamese at the end of that war in 1945.

After WWII and until 1955, **France** fought hard to regain their former territories in the region, but with a poorly organized army and little determination among the troops, their efforts soon collapsed. The French were finally defeated at Dien Bien Phu on the 8th of May 1954 by the communist general Vo Nguyen Giap. The French troops

withdrew, leaving a buffer zone separating the North and South and set up elections in order to form a government in the South. The communist regime set up its headquarters in Hanoi under the leadership of Ho Chi Minh. Many North Vietnamese left the country and fled south where the self-proclaimed president, Ngo Dinh Diem had formed the Republic of Vietnam.

Between 1955 and 1960, the North Vietnamese with the assistance of the southern communist Vietcong, tried to take over the government in South Vietnam, and in November 1963 President Diem was overthrown and executed. The following year, the North Vietnamese began a massive drive to conquer the whole country aided by China and Russia.

The Viet Cong:

The People's Liberation Armed Forces (PLAF), more popularly known as the Viet Cong (VC), was the military arm of the National Liberation Front (NLF). Established at the end of 1960, the VC was created by the North Vietnamese communists to escalate the armed struggle in South Vietnam. In the early 60's they grew rapidly and by 1964, totaled over 30,000 soldiers.

The Viet Cong were organized into three levels: regular forces operating under the command of the southern communist leadership, full time guerrillas organized into companies serving under provincial leadership and finally, a part time self-defense militia, composed of units organized into squads and platoons used primarily for village defense. Primarily, the VC were guerrillas, and it has been said that no one has ever developed an adequate defense against guerrilla warfare. They wore no uniforms, dressed in the same type of clothing as the local peasants, and blended into the landscape when their mission was complete. The VC would periodically launch hit-and-run attacks on government installations, military outposts and even district towns in the South. Its most celebrated victory was at the village of Ap Bac in early 1963, when VC soldiers inflicted heavy casualties on the Southern Vietnamese units. The VC also played a primary role in the Tet offensive in early 1968, where they attacked villages, towns and cities in the South. Eventually, the People's Army of Vietnam (PAVN) superseded the VC's combat role and by the end of the war in 1975, the Viet Cong's participations were only minor. After the war, the remaining VC were integrated into the PAVN.

-- <http://www.vietnampix.com/>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

nationalist-19	garrison-19	eloped-21	dysfunctional-26	freelancing-28
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 17-29

Setting	Characters	Pages
Minh Luong Prison, 1975	Thong, the VC guards, and his fellow prisoners	17-20
Phan Thiet, a small Vietnamese fishing village, 1961	Thong, his wife Anh, and their first-born.	21-22
San Jose, California, 1990s.	Andrew, his mother and father, his brother, Tien, and his youngest sister, Kay	23-29

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Vietnam- 1975. At dawn in the prison camp the prisoners are awakened by a 17 year-old Viet Cong. After a quick breakfast, the prisoners are marched into the forest to clear trees.
- Vietnam- 1975. After lunch, when the rain stops, the prisoners are moved from the forest to the minefield surrounding the prison, which used to be a Nationalist Garrison before it was overrun by the Viet Cong. The VC are using the prisoners to seek out and clear the mines. Two prisoners are exploded during this day's efforts. That night Thong's name was called. He did not die that night, however.
- In the morning he was dropped by an army truck at a crossroads, hungry and penniless.
- Vietnam- 1961. In the brief chapter entitled Fallen-Leaves, Pham tells the reader that his parents' first-born child died in 1961 of an illness before she was a year old.
- California- 1990's. After his trip to Mexico, Andrew returned to San Jose and moved back in with his parents. He didn't tell his family that he was planning another bicycle trip, this time to Vietnam. Instead, he told them he was planning to cycle up the west coast, perhaps as far as Canada.
- California- 1990's. On the morning of his departure (chosen by his mother's sixth sense) Andrew and his family gathered in the driveway to say their goodbyes. Andrew lent his car and his guesthouse to his youngest sister, Kay. His brother Tien prepared to drive him as far as the Golden Gate Bridge in San Francisco.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in

America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Three different stories in three different settings were told during today’s reading. Create a single frame cartoon for each story. In each, include as much of the essential details as you can. Below each, include a quotation from the text that you feel embodies the message, feel, or tone of the story.

KWL Chart: What You Know, Want to Know, and Learn

Create a KWL chart on the country of Vietnam.

Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?

2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

5. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 17-29)

1. How are the prisoners treated in the prison camp?
2. Describe the living conditions of the prison camp.
3. What do you imagine happened between the time Thong's name was called and the time that he was dropped at the crossroads by an army truck?
4. Describe Andrew's parents and the family they had before he was born.
5. What differences have you noted so far between Vietnamese and American cultures? What similarities can you find?
6. Would you be proud of your son or daughter if they decided to quit their job and travel?
7. Explain what happened between Andrew and Trieu?
8. Why do you think Andrew is not telling anyone about his plan to cycle through Vietnam?
9. What is the significance of the Chinese Calendar?

9. Analyze Analyze the key paragraph.

Key Paragraph – 21

"Thong and Anh lived in a one-room shack, nailed together in a back alley of the fishing town. They were young, in love, and strong, but their hands were like old people's, seasonally water-crinkled from mopping the concrete floor and tending the leaky roof. A baby girl, their first child, slept peacefully in her crib- a cardboard box on their bed. They were cheerful about their meager lot, joking that the heavens were so generous to their rainwater cisterns, they hadn't had to visit the village well in a month."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a narrative paragraph describing how Pham's life has changed between 1960 and 1990. Compare the key paragraph above with Pham's life during the 1990's. Provide three examples of change.

11. Close Close by extending today's lesson to life and the world.

1. If could take a bike trip to anywhere in the world, where would you go?
2. Describe a cultural tradition your family has continued.

Character Based Literacy Program Lesson Plan

Catfish and Mandala, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How is it possible to cope with suicide loss?

Suicide is complicated, but from research we know a lot about it. More than 90% of people who take their own lives have an underlying mental disorder at the time of their death. Many times, that disorder was never identified. The disorders most often associated with suicide are depression, bipolar disorder, and schizophrenia. Substance abuse, either on its own or in combination with another mental disorder, can also be a factor when someone takes their own life.

These disorders can cause terrible suffering. They can affect a person's ability to think clearly and to make decisions. They can interfere with seeking help, continuing treatment, or taking prescribed medicines.

An underlying mental disorder alone is not usually enough. Most people who kill themselves experienced a combination of deep psychological pain, desperate hopelessness, and challenging life events.

We know that suicide is the tragic outcome of a serious underlying illness combined with a complicated mix of individual circumstances. It is not a sign of moral weakness. It does not reveal a character flaw. It is not a sign of irresponsibility, or a hostile act. It should not be a source of shame. Reading this paragraph over and over again until it sinks in can help you to make sense of the suicide loss and begin your healing journey.

For more information, please visit [Understanding Suicide](https://www.afsp.org/coping-with-suicide-loss/where-do-i-begin).

Source: <https://www.afsp.org/coping-with-suicide-loss/where-do-i-begin>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

self-indulgent-29	euphoria-30	incline-30	isolation-33	masochist-33
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 29-41

Setting	Characters	Pages
San Francisco, California-1990s.	Andrew and Tien	29-30
South Vietnam- 1960s.	Anh and Thong	31-32
Northern California	Andrew and other cyclists on the road	33-35
Oregon	Andrew, Ronnie, Patty, and Bryan	35-40
Washington	Andrew and Sasha Kaufman	40-41

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- California- 1990s. Tien drops Andrew at the Golden Gate Bridge. After a few photos posing with his bike, Andrew takes off, elated to be on the journey of a lifetime...until he mistakenly chooses a road leading straight up Mt. Tam. He realizes he has not adequately prepared for this journey.

- Vietnam- 1960s. Anh and Thong are working hard to survive. Anh takes in laundry from neighbors to make extra money, while Thong is teaching a double load of classes at the high school. He gets drafted by the Nationalist (South Vietnamese) government and is confident that he will rise through the bureaucratic ranks.
- California- 1990's. Andrew cycles out to the wine country then makes his way back to the coast, becoming more fit by the day.
- Oregon-1990's. In Oregon, Andrew stays first with Ronnie, a self-proclaimed minor-goddess. He then spends a few days with Patty, who he met in Mexico. When it begins to rain, Andrew heads further north to Seattle.
- Washington-1990's. Andrew spends weeks in Seattle trying to find passage on a ship heading across the Pacific. He has no luck finding transportation and decides to buy a one-way ticket to Vietnam with a 45-day layover in Japan.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

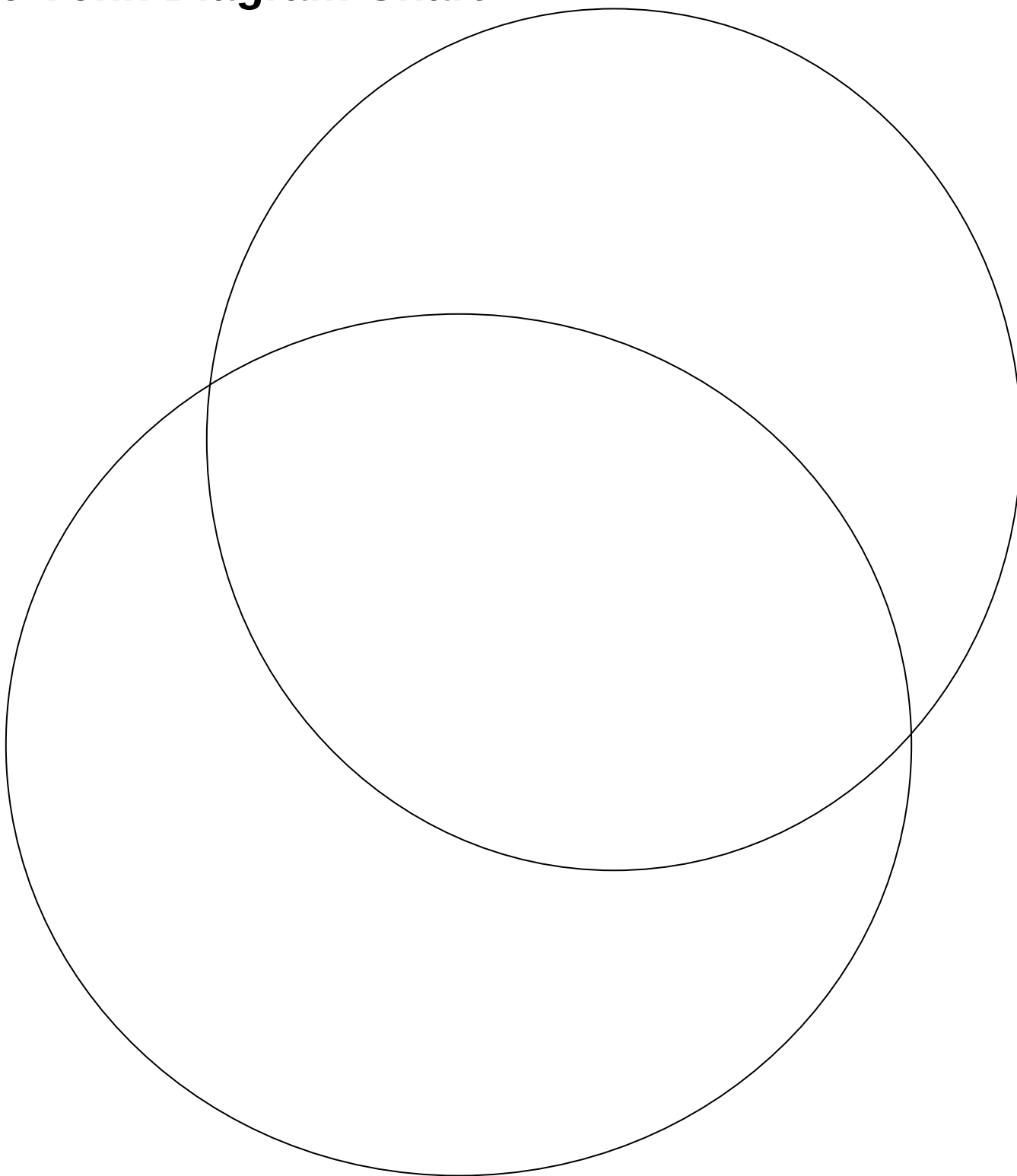
Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

Create a Venn diagram comparing and contrasting Vietnamese and American Culture.

6g6 Venn Diagram Chart



EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a postcard with an image from today's reading on the front. Address the card to Andrew's mother. Write her a short note about your travels. Don't scare her!

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 29-41)

1. Why do you think Andrew Pham calls the short flashback chapters about life in Vietnam before the family fled, "Fallen-Leaves?"
2. Why do you think these chapters are written in *italics*?
3. Describe the struggles Andrew's parents encounter.
4. Where does Andrew's journey take him?
5. What troubles does he encounter between California and Washington?
6. Who does Andrew stay with along the way?
7. Describe how Andrew met his new friends.
8. Describe Andrew's relationship with his brother.
9. Explain how mental suffering is depicted in Andrew and Patty.

9. Analyze Analyze the key paragraph.

Key Paragraph – 40

" 'You know,' Bryan says, 'when it's all over, you'll realize that the answer is already within you.'"

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a narrative about what you think Andrew is seeking to discover on his trip from California to Vietnam. Support your position with three examples from the text. Provide an experience of your own that illuminates his need to return.

11. Close Close by extending today's lesson to life and the world.

1. What place from your past would you like to revisit?
2. Describe a time when you helped a stranger in need.

Character Based Literacy Program Lesson Plan

Catfish and Mandala, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Where is Mt. Fuji?

Mount Fuji is with 3776 meters Japan's highest mountain. It is not surprising that the nearly perfectly shaped volcano has been worshiped as a sacred mountain and experienced big popularity among artists and common people throughout the centuries.

Mount Fuji is an active volcano, which most recently erupted in 1708. It stands on the border between Yamanashi and Shizuoka
Source: <http://www.japan-guide.com/e/e2172.html>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

pragmatically-42	self-pity-43	megalopolis-46	meander-48	desperation-50
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 42-50

Setting	Characters	Pages
Narita Airport and it's surroundings-1990s	Andrew, the old man, and the construction equipment operators	42-45
Tokyo-1990s	Andrew	45-46
Tokyo-Yokohama border-1990s	Andrew, the man and his son, Michiko-san and Tanaka-san	46-47
Mt. Fuji-1990s	Andrew and the Japanese tourists	47-48
En-route back to Narita- 1990s	Andrew, the 7-11 clerk, and the gas station attendant	48-50

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Japan, 1990's. Andrew lands in Tokyo's Narita Airport. It is raining. Andrew does not know enough Japanese to even get himself out of the airport.
- He follows an old man on a bicycle who is doing everything to escape from Andrew who he clearly fears. In doing so, he leads Andrew out of the airport. Andrew camps in an empty lot across from the airport. In the early morning, he realizes it is a construction equipment staging area.
- Andrew spends a week in Tokyo staying in a hostel. At the end of the week he vows not to return to Tokyo without a lot of money. It takes him more than a day to find his way out of Tokyo. On the river bordering Tokyo and Yokohama, Andrew meets a man and his son who are living in a cardboard box-constructed house. He shares tea with them and stays the night.
- In the morning, Andrew heads for Mt. Fuji. Most of the tourists are gone for the season. He pitches camp outside a museum and poses for pictures from a late bus of Japanese tourists. He is amazed that no one comes to kick him off the property.
- After traveling Japan for over a month, Andrew attempts to speed his way back to Narita in time to make his flight to Vietnam. He is stymied by a very bad storm that almost destroys his camping equipment. After being urged back into the storm by a 7-eleven clerk and a gas station attendant, Andrew feels he knows

what it must have been like for his run-away sister, Chi. He states he is now ready for Vietnam.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

Map

Use a world map, a North American Map, and a map of Vietnam to track Andrew’s travels.

Materials:

- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today’s reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

4. Write a description of the setting using the map as a guide.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a visual of Andrew sitting with his dead sister, Chi on the bench in the rain outside of the Narita airport. Use speech bubbles to allow each to say to the other the things you imagine they would want to say.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 42-50)

1. How did Andrew find his way out of the airport?
2. Why does Andrew end up camping in an empty lot on the outskirts of the airport?
3. Why don't the construction equipment operators say anything to Andrew?
4. Why do you think the old man on the bicycle didn't want to help Andrew?
5. What do you think Andrew find in Japan?
6. In what way does Andrew relate to his sister?
7. What do you think Andrew means when he says that at last he is ready for Vietnam?
8. How is Chi significant to Andrew's journey?
9. Describe the relationship between Japan and Vietnam.

9. Analyze Analyze the key paragraph.

Key Paragraph – 43

"I sit on a bench, dumbstruck and lonely. Maybe this is how my sister felt on the streets of San Francisco, poor, hungry, cold. Grasping the tails of an incomprehensible language. Wishing for a place to sleep. Looking at pedestrians, wondering why no one stopped to offer a helping hand."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The story has revealed that Chi, Andrew's older sister, has committed suicide in the recent past. She had been a runaway at the age of sixteen and had been living on the streets of San Francisco. Andrew misses her and is troubled by the loss.

Write two narrative paragraphs describing Chi's story. Attempt to fill in the details of- Why Chi ran away? What happened that was so horrific that she would want to commit suicide?

11. Close Close by extending today's lesson to life and the world.

1. Describe a time you felt discriminated against.
2. What would you do if you needed help in a foreign country but you did not speak their language?

Character Based Literacy Program Lesson Plan

Catfish and Mandala, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How did the Vietnam War escalate (1965-67)?

In February 1965, with the South Vietnamese army (ARVN) making little headway against the Vietcong, the US launched Operation Rolling Thunder, a sustained bombing campaign against targets in north Vietnam. It quickly became clear that US airpower alone was doing little to halt Vietcong operations in the south.

In July 1965 the US announced a deployment of 100,000 US soldiers. Australia, New Zealand, Korea, the Philippines and Thailand also contributed troops. The strategy was one of gradual escalation and attrition, aimed at destroying the communists' capacity to fight, rather than taking territory.

The next two years saw major battles near Danang and Ia Drang, and large-scale US operations against communist bases. Despite sustaining heavy losses, the

communists fought on and returned to re-occupy areas after US forces had left. Vietcong guerrillas were often difficult to distinguish from civilians and moved effectively in the difficult terrain.

US aircraft sprayed millions of gallons of the toxic herbicide Agent Orange over the jungle to destroy the thick foliage that Vietcong fighters used for cover. Heavy bombing, including the use of napalm, continued. But the communist forces fought back with anti-aircraft guns and fighter jets supplied by their Soviet and Chinese allies.

By the end of 1967, there were 485,000 US soldiers in Vietnam. US troop losses and civilian casualty figures were triggering domestic protests, and the outcome of the war remained uncertain.

Source: http://news.bbc.co.uk/2/shared/spl/hi/asia_pac/05/vietnam_war/html/escalating_war.stm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

malady-55	ancestors-55	beseached-56	vengeful-56	clamored-56
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 51-61

Setting	Characters	Pages
Phan Thiet-1975	Andrew, Grandma, Chi, Huy, Tien, and Hien	51-54
The beach at Phan Thiet	Andrew, Chi, Huy, and local fishermen	54-55
Phan Thiet-1972	Andrew, Chi, Leper-boy, and Thong	55-57
Up the star fruit tree and on the front porch	Andrew, Chi, and Hoa	57-60
On the way to the fishing pick-up point	Andrew, his mother, and his siblings	60-61

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Phan Thiet-1975. Andrew had been living in Saigon with his mother and father, while the rest of his siblings had been living with their grandmother in Phan Thiet, the fish sauce capitol of Vietnam.
- Andrew's mother and father sent him ahead to Phan Thiet while they completed their plans for escape from Vietnam.

- The bus dropped Andrew off in front of his grandmother's where he was welcomed by his siblings and relatives. Andrew's older sister, Chi showed him around the village.
- Andrew played in the streets, swam in the ocean, and worked in his grandmother's market. While the Phams ate well, people were starving all over Vietnam.
- On his last night in Phan Thiet, Andrew sat on the front porch and held hands with his girlfriend, Hoa. He admitted to her that they were attempting to escape, even though he was not supposed to tell a soul. In the morning the family dressed like peasants and began the walk to the fishing beach where they would meet their escape boat.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a visual of one of Andrew's pleasant memories of Phan Thiet- perhaps the inside of his grandmother's market, or up in the star fruit tree, or at the beach cooking fish on an open fire. You decide. Review the description in today's reading. Then recreate the scene using as many details as possible. Some details may come from your own imagination as well.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 51-61)

1. Why do you think Andrew had been staying in Saigon with his mother while all the other siblings were in Phan Thiet with Grandma?
2. Explain how Andrew betrayed Chi.
3. Why was Chi beaten by her father?
4. What do you think Andrew will realize as he revisits the places of his past in Vietnam?
5. What is Phan Thiet know for?
6. Why did Andrew's parents send him to Phan Thiet?
7. Why were people starving in Vietnam?
8. What risk did Andrew take by telling Hoa his family secret?
9. Why did the family dress like peasants on the day of their escape?

9. Analyze Analyze the key paragraph.**Key Paragraph – 54-55**

"Early every morning, Chi took Huy, Tien, and me down to the bay to teach us to swim. Grandma sent us off with steamed rice cakes filled with peppered pork and sweet beans. We walked down to the beach, our breakfasts warm in our pockets. These were to be saved for after our swim, but we ate them on the road, knowing there was a meal waiting on the beach. In the water, Chi held each of us up by our stomachs and we learned to dog paddle. We swam, waded, and built sand castles. Entire clans of fisher folk, from grandfathers to toddlers, gathered on the shore to bring in the morning catch. When they hauled in their nets, we pitched in, digging out feet into the sand, heaving the lines to their rhythm in a tug-of-war with the sea. The net made a great big U in the water taking a bite of the ocean as we brought it in. Silvery fish came out of the water like coins pouring, bouncing, and hopping out of a slot machine. The fisher folk went mad with laughter, dashing about, scooping up the jackpot into hand-woven baskets, screeching to each other to grab this one or that one before it flopped back into the water. We worked with them, laughing, competing to see who bagged the most. In return, they gave us a couple of fish and lent us a pan and oil. Chi built a driftwood fire on the beach and fried the fish. We pinched the meat from the bones and ate it off banana leaves with salt and lime, sitting on the sand, watching the sun come up out of the water. It felt as though Chi had never gone to live with Grandma. I never thought we could be so happy again, Chi and me playing as though it had never happened. Like I'd never betrayed her and Leper-boy, three years before."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

As Andrew, write a detailed narrative paragraph describing the happy memories from his youth. Recall a time or an event during which Andrew was very happy. Describe the scene with as much detail as possible. Include sights, sounds and smells. Explain the event and describe how he felt during this time.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you told someone a secret? Were they able to keep the secret?
2. How would you feel if you had to escape your country?

Character Based Literacy Program Lesson Plan

Catfish and Mandala, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How did Saigon turn into Chi Minh City?

Saigon, capital city of South Vietnam, fell to North Vietnamese forces on April 30th 1975. The fall of Saigon (now Ho Chi Minh City) effectively marked the end of the Vietnam War. After the introduction of Vietnamisation by President Richard Nixon, US forces in South Vietnam had been constantly reduced leaving the military of South Vietnam to defend their country against the North.

Source: http://www.historylearningsite.co.uk/fall_saigon.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

diminutive-73	jostle-73	urbanscape-74	imminent-75	corralled-76
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 62-77

Setting	Characters	Pages
On the plane-1990's	Andrew and the real-estate agent	62-65
Tan Son Nhat Airport-1990's	Andrew, his grandaunt, his uncles, Khuong, Viet, and Hung	65-68
Saigon streets-1975	Andrew and the bullies	68-70
Grandaunt and Granduncle's home-1990s	Granduncle Nguyen and his family	71-73
Saigon neighborhood café-1990s	Andrew, Khuong, Viet, and Hung	73
Saigon, bicycle repair shop-1990's	Andrew, Khuong, Viet, and Hung	73-74
Saigon streets via motorcycle-1990's	Andrew and Viet	74-76
Saigon fancy saloon-1990's	Andrew, Viet, and Binh	76-77

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ho Chi Minh City (Saigon)-1990's. Andrew's plane from Narita, Japan is descending into Tan Son Nhat International Airport. On board, the passengers are jostling to get their things together. The Flight attendants are fighting with the passengers to keep them in their seats.
- Andrew meets a Vietnamese American couple. The husband is a real-estate agent in Orange County, California. He is dressed in a purple suit and wears lots of gold jewelry to show off his wealth. The man tells Andrew to place \$10.00 in his passport to help him get through customs.
- After landing, Andrew collects his bicycle that has broken in transit and fights his way through the customs line.
- His Grandaunt and his Uncles, Khuong, Viet, and Hung have come to meet him. After arriving at their home, Andrew is greeted by Grand Uncle and the rest of the family. Andrew stays on a cot in Hung's room.
- The following day, Khuong, Viet, and Hung take Andrew to breakfast (noodle soup with ox tail). They then take him to get his bike repaired for \$1.00 US. Viet then takes Andrew on a motorcycle tour of Saigon at its most busy time. Finally they stop at a café for 333 beer, where Andrew meets a bicycle tour guide

named Binh. Binh tells Andrew not to take his solo bike trip. He says that Vietnamese don't have the strength or stamina to make the trip.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a postcard of Saigon at its busiest time. Make it crowded and fill it with street vendors and cafes. On the other side write a short note from Andrew to his mother. Assure her that Andrew is safe.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 62-77)

1. Describe Andrew's descent into Ho Chi Minh City (Saigon).
2. Describe cultural similarities or differences based on Andrew's flight?
3. Describe the man from Orange County.
4. Why did Andrew not bring gifts to his relatives?
5. Describe the customs and baggage claim dilemmas.
6. How is Andrew greeted by his distant relatives?
7. What social/cultural similarities or differences are apparent in the way Andrew greets his family?
8. How does Andrew negotiate his sleeping situation?
9. Describe the city of Saigon. What sights, sounds and smells are there?
10. Why does Binh discourage Andrew from taking the bicycle trip?

11. Do you think Andrew has what it takes to complete this bicycle journey?
12. What would you say to Binh who believes a lengthy bicycle trip is only suitable for Europeans?

9. Analyze Analyze the key paragraph.

Key Paragraph – 73

“In the morning, Viet, Hung, Khuong, and I go out for breakfast. We walk down the street past scores of diminutive eateries. The neighborhood food scene is the Vietnamese version of the Paris Café-bistro life, discounted by a factor of twenty. The streets are dirtier, and much more crowded and loud. Old women sell food out of baskets. Knuckling their eyes, schoolchildren in white-and-blue uniforms jostle each other, crowding around the women to buy sweet rice, banana rice cakes, fried bread, baked goods, and rice porridge. We take one of the rusted tables lining an alley. A young boy immediately delivers three steaming bowls of beef noodle soup, each starring a six-inch section of ox tail. A rag of a mutt roots around under the tables for bones.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

As Andrew, write 2-3 narrative paragraphs in your travel journal detailing the day’s activities at breakfast, the bike shop, on the motorcycle, and in the café. Complete your journal entry with some thoughts about what you learned about Vietnam and Vietnamese culture today.

11. Close Close by extending today’s lesson to life and the world.

1. Have you ever been on an airplane? How did your flight compare with Andrew’s?
2. Does Vietnam interest you as an intriguing place to travel? Why or why not?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the history of Phan Thiet?

Phan Thiet, seaport, southern Vietnam. It lies along the South China Sea at the head of a broad crescent bay, 112 miles (180 km) east-northeast of Ho Chi Minh City (formerly Saigon). Originally a fishing village, it had resort facilities under the French colonial administration. It is one of Vietnam's most important fishing ports and centres for fish processing and marketing and is the headquarters of the Vietnamese fishing cooperatives. There is also a considerable brick- and tile-making industry. An important activity is the manufacture of *nuoc mam*, the national condiment derived from certain types of fermented fish.

Source: <https://www.britannica.com/EBchecked/topic/455049/Phan-Thiet>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

mollified-83	incredulous-83	engulfed-90	misfortune-92	hailed-93
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 78-93

Setting	Characters	Pages
Vietnam-1960's	Andrew, Chi, Anh, and the American soldiers	78
Various cafes and bars throughout Saigon-1990's	Andrew, Hung, Khuong, Viet, and Son	79-86
In the brush near Phan Thiet-1975	Andrew and his family	87-90
On the small fishing boat-1975	Andrew and the 16 other refugees	90-93

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Vietnam-1960's. Andrew recalls being four years old and playing in the dirt when trucks full of US Army soldiers pulled up. They played with Andrew and gave him sweets. When his sister told him that a black soldier was made of chocolate he took a bite. The soldier let out a scream and gave Andrew a piece of gum.
- Saigon-1990's Andrew's uncles, Hung, Viet and Khuong take turns showing Andrew a good time. They do a lot of drinking together. On one afternoon the uncles take Andrew to Snake Village, where cobra heart liquor is the specialty.
- After much cajoling, Andrew drinks the mixture of blood, heart, and rice wine, but he cannot keep it down. The others laugh at him.
- Near Phan Thiet-1975. Andrew is hiding with his family in the trees above the beach at midnight. They are waiting for the fishing boat that will pick them up and take them out to sea, where they hope to come across a foreign freighter that will take them in as refugees.
- Just when it looks like the family will have to give up on the escape effort, the boat appears on the sea. Thong flashes a signal and the boat signals back that the coast is clear.
- After nearly getting caught by a patrol boat, the fishing boat spots a freighter. The captain of the little fishing boat heads directly for it.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a wanted poster that encourages people to turn in neighbors suspected of trying to escape Vietnam. Include a visual and a caption that plays on nationalist emotions.

Second possible activity:

Fill out a setting chart of to create a narrative visual of the time and place.

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

1g6 Setting Chart

Where	When
Time	Weather

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions (pp. 78-93)**

1. In the Fallen-Leaves section of today's reading, who do you think An's "big brothers" are?
2. Why did Andrew bite one of the soldiers?
3. Why did the soldiers play games with An and Chi?
4. What do you think Andrew means when he says of Hung and Son, "They seek generously to share their world with me, never realizing that their diverting marvels are my wounding horrors?"
5. Why is Hung separated from his family?
6. Describe Kuong's confidence.
7. Why is Kuong the only person support Andrew's bike trip?
8. Why is Viet's company going bankrupt?
9. Why do Andrew's Uncles give him a hard time about avoiding vegetables and ice?
10. What message do they say he sends by not eating and drinking as they do?
11. What will happen to everyone on the fishing boat if Vietnamese patrolmen catch them?
12. Who was Andrew's family waiting for while on the beach?
13. Where did the fishing boat taking Andrew's family?
14. Why do you think the author called this chapter falling leaves?
15. Describe the three storylines that have emerged.

9. Analyze Analyze the key paragraph.

Key Paragraph – 88

“The stars gleamed around an emptied moon. A cool breeze rolled off the ocean over the surf, across a road that paralleled the beach, and into the coconut field, combing up the foothills where we hid among the surrounding crickets. We hunkered down in the brush, twenty yards of coconut palms separating us and the road. Tien huddled with Huy on my right, whimpering so softly I could not make out his words. Bundled in a blanket at my feet, Hien, the four-year-old, wheezed through his snot, eased from crying into slumber by Mom’s sleeping pills. She crouched nearby, keeping one eye on us, the other on the road, where Auntie Dung and Chi waited to flag down Dad. We had been hiding since dusk, nearly six hours in one spot. I was crumbling with fear that my friend Hoa had told someone who might have gone to the police. Mom thought I had eaten something bad. She kept urging me to go up the hill and empty my bowels. I wanted to confess. I was sure Dad had been caught. It was 11 p.m. He was two hours late.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Write 2-3 narrative paragraphs describing how Andrew and his family fled from Vietnam. What were the risks at stake? Described what happened first, second, and third. Include one quote from the story to add relevant descriptive details.

11. Close Close by extending today’s lesson to life and the world.

1. Describe a time when you were sick from tasting new food.
2. How do you think Andrew felt when escaping Vietnam?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is communism?

Communism is the political and economic doctrine that aims to replace private property and a profit-based **economy** with public ownership and communal control of at least the major means of production (e.g., mines, mills, and factories) and the natural resources of a **society**. **Communism** is thus a form of **socialism**—a higher and more advanced form, according to its advocates.

Source: <https://www.britannica.com/EBchecked/topic/129104/communism>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

benefactor-102	redeeming-102	bile-102	reconciliation-102	uncompromising-102
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 94-106

Setting	Characters	Pages
The Nguyen home	Granduncle and Andrew	94-95
Memory of Andrew's alley home in Saigon-1970's	Andrew, his girl friend across the alley, the woman and her infant fleeing on the day that Saigon fell to the communists	95-97
Return to Andrew's alley neighborhood on Ly Thai To Blvd. in Saigon-1990's	The head nurse in the Red Cross building, Fourth Sister, and the new neighbors of Andrew's old neighborhood	97-102
A fancy café above a Saigon street-1990s	Andrew	103-104
The Row of Flowers-1990's	Andrew, the snack vendors, the police, and the street workers	104
Turtle Fountain-1990s	Andrew and the very poor and homeless	105-106

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- After flushing the espresso Granduncle Nguyen gives him, Andrew finds his way onto the roof of the Nguyen's home to watch the morning goings on of the alley below. This reminds him of his alley home in Saigon before the liberation. He recalls vividly his friend who he would talk with in the evenings and even more vividly a woman who was fleeing Saigon at the time it fell to the communists.
- Andrew visited his old neighborhood on his bicycle and finally located his old alley home. Everything in the neighborhood had changed. His home had been rebuilt and was now a Red Cross station. His friend's house across the alley had been demolished also.
- As Andrew was about to leave, already feeling disappointed, a woman who called herself fourth sister came out of her house to meet Andrew. She showed him around the neighborhood. Everyone seemed to want something from Andrew.
- That evening Andrew sat watching the sunset and the street happenings from a luxury bar above the street.

- Andrew describes the happenings at two other landmarks in the city of Saigon. At the Row of Flowers, Andrew watches as first the snack vendors, then the police, then the working girls come out to earn their cut from the buyers. At Turtle Fountain, near where Andrew attended private French elementary school, Andrew watches the poor and the destitute as they wash themselves in the fountain and serenade those on the street for money.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Review the description of Turtle Fountain, it's grime, it's poverty, it's deformed forgotten people. Recreate the scene the way you envision it.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 94-106)

1. How did the alley remind Andrew of his home in Saigon?
2. How did Andrew's old neighborhood change?
3. What was build in place of his house?
4. Who was Four Sister?

5. What did the Four Sister show Andrew?
6. What did people expect from Andrew?
7. Describe what Andrew sees at the Row of Flowers.
8. Describe what Andrew sees at the Turtle Fountain.
9. What do you think Andrew was hoping to find on his trip to Saigon?
10. Describe what Andrew actually found?
11. How does Andrew feel about Saigon and Vietnamese people after Fourth Sister shows him around his old neighborhood?

9. Analyze Analyze the key paragraph.

Key Paragraph – 102

“I try to explain something to her about life in America. And that I don’t know her. I try not to let my disappointment show. I come searching for truths, hoping for redeeming grace, a touch of gentility. But, no. The abrasiveness of Saigon has stripped away my protective layers. I am raw and bare and I ask myself, Who are these strangers? These Vietnamese, these wanting-wanting-wanting people. The bitter bile of finding a world I don’t remember colors my disconsolate reconciliation between my Saigon of Old and their muddy-grubby Saigon of Now. Saigon gnaws at me...its noise...its uncompromising want...its constant...Mememememememememememememe...”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are Andrew. Write a letter to your brother Tien who has always been your closest confidant. In 2-3 narrative paragraphs describe what you have seen over the past weeks in Saigon. Tell him of the people you have met. Tell him what you had hoped to gain from this experience. Express your feelings and your disappointment with what you have found instead.

11. Close Close by extending today’s lesson to life and the world.

1. Describe a time when you felt heartbroken.
2. What advice would you give Andrew?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is self-immolation?

Self-immolation as a form of political protest is far more common than you might think. It's particularly prevalent in countries that are home to many Buddhists and Hindus, who have long ascetic traditions that sometimes involve radical acts of physical self-abnegation. In 1990, for example, more than 200 upper-caste Indians set themselves on fire to protest government plans to reserve spots at university for people from the lower castes. Sharon Erickson Nepstad, an American sociologist who studies nonviolent resistance movements, says that Mahatma Gandhi based his theory of civil disobedience on the Hindu concept of *tapasya*, the embrace of suffering in the service of a higher cause. (The word literally means "heat.") People sometimes forget, Nepstad says, that

Gandhi regarded his activist followers as "nonviolent warriors," ready to die for their cause even as they rejected attacks against others.

Source:

http://www.foreignpolicy.com/articles/2011/11/17/self_immolation_protest

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

pursuit-111	auspicious-113	celestial-113	adrift-113	refuge-115
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 106-121

Setting	Characters	Pages
Grandaunt's market stall	Grandaunt, Andrew, Viet, his nephew, beggars, and the orphaned girl with her infant sister in a sling	106-109
The Nguyen's home	Andrew and the Nguyens	109-110
Saigon-1963	Anh, her friend, Andrew, and a monk	111-112
At sea-1975/76	Andrew and the other refugees, the seaman of the Indonesian freighter	113-121

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Saigon-1990's. Andrew and Viet visited Grandaunt at her market stall. They each enjoyed the milk of a coconut. Several beggars came up to them while they talked. Andrew was tempted to give to each of them. Instead, he allowed Viet and grandaunt to shoo them away.
- One young orphan girl carrying her infant sister, deeply struck a chord with Andrew. The girl looked just like Trieu, his ex-girlfriend who also had been orphaned by the war. Andrew couldn't help himself. He gave her all the money that he had with him. He had imagined that giving to her would make him feel better. However, he felt worse.
- Andrew took off on his bicycle and rode at top speed in a rage of emotion until he could ride no more. Upon arrival at the Nguyen's, Andrew began to cry uncontrollably.
- Saigon-1963. Andrew recalls being a small boy on a busy street in Saigon. His mother was talking with another woman who worked for her, and Andrew wandered off. He pushed through a crowd and found himself standing in front of

a Buddhist monk who had set himself on fire in protest of the South Vietnamese Nationalist regime under President Ngo Dinh Diem.

- At sea-1975 or 1976. Andrew and the others are passed up by two boats. The second one nearly sinks the small craft with its wake. Just as it looks like they will all die at sea, an Indonesian vessel spots them and offers them refuge. Andrew is the last refugee to be hoisted aboard in the rough seas. Moments after the small vessel sinks.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Review this sentence: “The resemblance resonated a hundred what-ifs and I heard them as if I were trapped in a time portal.” --106

Create an Open Mind Portrait of Andrew as he stands with his grandaunt looking at this little orphan girl who resembles his ex-girlfriend. Use thought bubbles to depict each of the what-ifs Andrew might be thinking.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 106-121)

1. Why do you think Grandaunt and Viet shoo the beggars away?
2. Why do you think Andrew feels so bad after giving his money away to the orphaned girl?
3. Who or what does she symbolize to him?

4. In the Fallen-Leaves chapter, what did Andrew witness on the street in Saigon?
5. Why do you think he chose to include this memory at this point in the story?
6. Saigon has really taken its toll on Andrew emotionally, and this is only the first leg of his journey through Vietnam. Do you think Andrew has what it takes to make it to Hanoi and back? Explain your answer.
7. What challenges did Andrew and his family face while waiting in the fishing boat?
8. Describe the two ships that passed the fishing boat.
9. How did Ahn convince the crew to continue to Malaysia?
10. How did the Indonesian boat save Andrew and his family?
11. What do you think will happen to the Phams now that they have been picked up by the Indonesian freighter?

9. **Analyze** Analyze the key paragraph.

Key Paragraph – 109

“Then there was nothing. The wildfire swept past me. Ashen, I pulled over. Without a word, Viet, his nephew and I went home. At the house, I parked my bike just inside the gate. The tears came without warning and I had to turn away from my uncles and aunts and nephews and nieces. I cried into the wall, the sobs racking my shoulders. There was nowhere to go, nowhere to hide in this little house, in this crowded neighborhood. I wept uncontrollably, as I did when I heard my sister Chi had committed suicide-my father cutting her free from a yellow nylon rope. I had known then, as I knew now, that I was weeping for her and I was weeping for myself because I was not there in the months before her death. Although we had lived in the same city, I had avoided her, too engrossed in my own life, my own problems.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are Andrew. Write a narrative letter to Tien explaining what happened with the little orphan girl you met today. Tell him how you wept. Explain to him what you think it is that you were really mourning for. Chi? Fate? The effects the war had on the people of Vietnam? The effects the war had on your own family? Then tell him how you are currently feeling about your journey to Vietnam.

11. Close Close by extending today’s lesson to life and the world.

1. How do you react when you are upset? How do you make yourself feel better?
2. What advice would you give Andrew to help with his emotions?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who is Uncle Ho?

Ho Chi Minh first emerged as an outspoken voice for Vietnamese independence while living as a young man in France during World War I. Inspired by the Bolshevik Revolution, he joined the Communist Party and traveled to the Soviet Union. He helped found the Indochinese Communist Party in 1930 and the League for the Independence of Vietnam, or Viet Minh, in 1941. At World War II's end, Viet Minh forces seized the northern Vietnamese city of Hanoi and declared a Democratic State of Vietnam (or North Vietnam) with Ho as president. Known as "Uncle Ho," he would serve in that position for the next 25 years, becoming a symbol of Vietnam's struggle for unification during a long and costly

conflict with the strongly anti-Communist regime in South Vietnam and its powerful ally, the United States.

Source: <http://www.history.com/topics/vietnam-war/ho-chi-minh>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

recuperate-123	cacophony-125	shanties-125	requisite-131	indebted-135
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 122-135

Setting	Characters	Pages
Saigon-1990's	Granduncle, Grandaunt, Kuong, Viet, Nghia, and his Andrew's other relatives	122-125
The road from Saigon to Vung Tau-1990's	Andrew, Kuong, Viet, Nghia, and lots of bicycle riders	125-126
The beach in Vung Tau-1990's	Andrew, Kuong, Viet, Nghia, and lots of Russian tourists	126-127
The guest house-1990's	Mr. and Mrs. Ba	127-128
The Gym-1990's	Andrew and Ban	128-130
The hotel	Andrew, Ban, and Kim	130-133
The streets of Vung Tau	Andrew and Kim	133-135

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Saigon-1990's. Andrew wakes and prepares to begin the last leg of his bicycle journey. He will head to the beach at Vung Tau to rest a while. Then against the advice of most Vietnamese he has come into contact with, will head north to Hanoi.
- Kuong, Viet, and Nghia pile on a single motorcycle carrying both of Andrew's panniers. They accompany him to the beach. After they have left, Andrew heads for the house he has been leant by his brother's boyfriend's mother. The housekeepers, Mr. and Mrs. Ba welcome Andrew.
- After a quiet morning, Andrew sets off to find a gym in Vung Tau. He locates one that is patronized by locals rather than tourists. There he buys a membership for \$2.00. He makes a friend by the name of Ban. Ban is a musician and invites Andrew to join him at the hotel that evening where he will be performing.
- At the hotel, Andrew realizes that he is underdressed. He and Ban talk together, Ban practicing his English. Club hostesses dance around them until Ban offers two of them to sit. Andrew and one of the hostesses, Kim, hit it off.
- Andrew stays longer than he had planned in Vung Tau, spending most of his time with Kim. After a few weeks, Kim asks Andrew to take her back with him to America. Andrew refuses, saying that it wouldn't be right. Kim drifts away, and Andrew wonders how it can be that fate favored him over her.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a map of Vungtau. Include all the landmarks you read about today: The beach, the guesthouse, the cliffs, the taxi stand, the gym, and the hotel.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 122-135)

1. How did Andrew know the owners of the beach house in Vung Tau?
2. How did Andrew, Kuong, Hung, and Nghia get to Vung Tau?
3. Andrew says that it is the Vietnamese way to lie to your elders and only apologize if you are caught. How is this different from American culture?
4. Describe the town of Vung Tau.
5. How does Andrew meet Ban?
6. What does Ban do?
7. Where do Ban and Andrew go together?
8. How did Andrew meet Kim?
9. How would Kim's life be different in America?

9. Analyze Analyze the key paragraph.

Key Paragraph – 135

“Kim has never looked so beautiful. It’s too late, but I wish I could tell her of the warmth and respect I harbor for her—for her tenacity, for her unblinking honesty, her selfless devotion to her family. She is very Vietnamese and very un-Vietnamese all at once. Fate is an obligation I don’t understand—the reasons that random beast passed over her deserving soul in favor of mine.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are Tien and that you have just received a letter from Andrew that told of his experiences with Kim. He has asked you two questions: Should he bring Kim back with him? And why does fate seem to have favored him over her? Write him back giving sound advice. Write 2-3 narrative paragraphs that three include examples from Andrew’s life as well as Kim’s to make your points.

11. Close Close by extending today’s lesson to life and the world.

1. What would you say to Andrew if he asked you why fate had favored him over Kim and others in Vietnam?
2. How has fate favored you?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who are refugees?

A refugee is any uprooted, homeless, involuntary migrant who has crossed a frontier and no longer possesses the protection of his former government. Prior to the 19th century the movement from one country to another did not require passports and visas; the right to asylum was commonly recognized and honored. Although there have been numerous waves of refugees throughout history, there was no refugee problem until the emergence of fixed and closed state frontiers in the late 19th century.
 Source: <https://www.britannica.com/EBchecked/topic/495765/refugee>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

culprit-136	quarrels-137	homage-143	mulling-143	incredulously-145
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 136-148

Setting	Characters	Pages
Refugee camp, Jakarta	Andrew's family, the fishermen, the Cho's and Wong	136-142
The road from Vung Tau to Rach Gia	Andrew, bus passengers, police, gangsters, and the four buss attendants	143-148

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Jakarta, Indonesia-mid 1970's. Andrew and his family are living in a minimum-security prison that is doubling as a refugee camp. Many of the staff are chasing Andrew's brother, Hien, around the compound. He was caught peeing into the hose that fed directly into the camp's drinking water supply.
- Andrew and his family share a dormitory with a Chinese woman and her husband, Mr. and Mrs. Ho. One night, the Ho's Chi and Auntie Dung out for dinner and a movie. They then take them to a massage parlor and try to put them to work. It turns out that The Chinese couple runs a prostitution ring. When the girls tell their mother, she asks them not to tell their father.
- Andrew and his brothers make it their duty to get back at the Ho's. First, seven-year old Tien pulled the curtains open while the Ho's were taking care of "husband and wife business" so that all the others could see. They kids followed this with a number of pranks over a three-day period that included cockroaches in their bed and food scraps in their clothing drawers. The Ho's secured alternate accommodations soon after.
- One day, a lifer by the name of Wong went crazy inside the prison. He destroyed his living quarters and heaved all of the tiles off of the roof before plummeting to his own death. Andrew said he wished his family could go to America.
- Southern Vietnam, 1990's. Andrew awoke at 5:00 am anxious to leave Vung Tau. Before he could set off on his bicycle journey he decided he needed to travel back to Minh Luong Prison, which was outside the village of Rach Ghia in the Mekong River Delta.
- He traveled by bus and nearly got into a fistfight with two gangsters trying to extort money from him.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create an Open Mind Portrait of Wong and another of Andrew who was his friend. Use thought bubbles to show all the things each might be thinking while Wong is on the roof about to jump.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 136-148)

1. Where did the family end up once the Indonesian freighter rescued them?
2. Describe the family's living conditions?
3. How did the Ho's betray Andrew's family?
4. How did Andrew and his brother get back at the Ho's?
5. Who is Wong?
6. Where is Andrew headed from Vung Tau?
7. Why does Andrew travel to the prison?
8. Describe his bus trip so far.
9. What did the gangsters want from Andrew?

9. Analyze Analyze the key paragraph.

Key Paragraph – 143

“5 a.m. The night couldn’t have passed quickly enough. I want to be away from here. Away from Kim. I want to go north. I want to go to Hanoi and forget, but I need to pay homage to one more place in south Vietnam. I need to find Minh Luong Prison. Perhaps even more than touring the rest of the country. Somehow, I have long thought of it as the end of my journey—as if by finding Minh Luong and returning to the exact spot where I watched my father working the minefield, I will have come full circle. I spent the night mulling over my choices and nursing beers on the balcony. An hour before daybreak, I strap on my backpack and strike out for a brisk four-mile hike to the market, where a fleet of mini-vans shuttles people into Saigon hourly, sunrise to sunset. Hanoi must wait.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are Andrew. Write a 2-3 narrative paragraphs in a letter to Tien describing your journey to Minh Luong Prison. Describe in detail what you hope to see and what you hope to accomplish by visiting the prison. (Think about how seeing this place again might bring you “full-circle.”)

11. Close Close by extending today’s lesson to life and the world.

1. Describe a time when you’ve been bullied.
2. What advice would you give someone to stop their bully?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What was the Cu Chi Tunnel System?

At its peak the Cu Chi tunnel network covered some 250 kilometres - from the Cambodian border in the west to the outskirts of what was then Saigon.



A guide demonstrates one of the tiny entrances to the tunnel network

Beginning in 1948 during the war for independence from the French, the tunnel network slowly expanded. Each tiny tunnel was dug by hand, sometimes at a rate of just one or two metres a day.

As the tunnels grew, arms stores, hospitals, bomb shelters and even theatres to stage politically-motivating plays were added.

Kitchens to supply the tunnels' occupants with food were always built near the surface, but with long chimneys carved out through the ground to diffuse the smoke from the cooking fires and release it at a distance.



Burrowing silently beneath the feet of the American military, the tunnels connected isolated pockets of Viet Cong controlled territory, enabling the guerrillas to mount surprise attacks and then as quickly as they had appeared to vanish without trace.

Peasant army

To penetrate this underground world, the American military had to take on the methods of the guerrilla soldier.

Frustrated by an inability to overcome a determined but poorly equipped peasant army the most technologically advanced fighting force in the world was forced to adopt the most basic form of hand-to-hand combat.

Out of this came the so-called Tunnel Rats - an elite band of volunteer soldiers, selected both for their bravery and, above all, their small stature. Their motto was "non gratum anus rodentum" - bad Latin for "not worth a rat's ass".

Usually stripped to the waist and armed with just a torch and a pistol, the "rats" would often spend hours at a time inching through the humid, dark tunnels engaged in a deadly game of hide and seek.

With each movement the rats would have to feel for any suspect root or wire that could detonate a carefully primed booby trap.

Some died in the process - many more were dragged screaming from the inky blackness.

The 'Nam experience

Today, a quarter of a century since the end of the war, much of the tunnel system as it was has collapsed.

But an area near what has been named the "heroic village" of Ben Duoc has been preserved and a section of tunnel enlarged to accommodate the bulky frames of visiting western tourists.

Source: <http://news.bbc.co.uk/2/hi/asia-pacific/720577.stm>

Other Sources:

http://www.mishalov.com/Vietnam_Cu-Chi.html

An hour-long documentary on the Use of the Cu Chi Tunnels during the Vietnam war (a Vietnamese perspective)

<http://video.google.com/videoplay?docid=1919775245219225387>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

venue-156	gazebo-156	atrocities-156	capitalism-156	testimonies-156
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 148-161

Setting	Characters	Pages
Roadside diner between Saigon and Chau Doc-1990s	Andrew, the bus crew, and the passengers	148-151
Chau Doc-1990's	Andrew and the hotel owner	151-155
Cu Chi Tunnels-1990's	Andrew, Viet, and other tourists	155-157
Rach Gia and Min Luong Prison site-1990s	Andrew and his guide, Truong	157-161

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Between Saigon and Chau Doc-1990's. After four hours on the bus, it pulls over at a roadside diner. Andrew eats with the crew. They don't leave for nearly two

hours in order to ensure as many people as possible patronize the eatery. Andrew tells the driver about his travels through Japan.

- Chau Doc-1990's. Andrew gets a hotel room in Chau Doc for the night, as the bus will not be leaving for Rach Gia until the morning. The Hotel owner visits Andrew in his room and tells him about the tourist must-sees nearby. Andrew remarks to himself that the Vietnamese have no idea how unremarkable most of these tourist destinations are to foreigners.
- Andrew says that there is only one tourist destination worth visiting- The Cu Chi tunnel system outside of Ho Chi Minh City (Saigon).
- Between Chau Doc and Rach Gia-1990's. Back on the bus the next morning, Andrew sits in the back of the bus, rather than take his seat from the previous day behind the driver. Down the road ten people smuggling cigarettes board the bus. They make the passengers hide them while the bus is searched by the police. The police take 12 unclaimed cartons as payment and allow the bus to continue on.
- Rach Gia-1990's. Andrew hires a motorcycle guide to show him around Rach Gia and to drive him out to Minh Luong Prison. The prison turns out to be another disappointment, as nothing is as Andrew remembers.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a poster advertising tours of the Cu Chi Tunnels. Include a diagram of a tunnel system. Include a single sentence that communicates why tourists should not miss this destination. Include a bulleted list of all they will get to see and experience while there. These articles may prove helpful:

http://www.mishalov.com/Vietnam_Cu-Chi.html

<http://news.bbc.co.uk/2/hi/asia-pacific/720577.stm>

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 148-161)

1. Why does the bus stop for so long at the diner?
2. Who makes money off this unscheduled stop? How?
3. What does Andrew think of the tourist must-sees in Chau Doc?
4. What does Andrew mean when he says that the Vietnamese are “lemonade-stand children gouging five bucks for a paper cup of Kool-aid?”
5. Explain why the police don’t search the rest of the bus once they confirm that contra-band is on-board.
6. Why do you think Andrew sits in the back of the bus?
7. What does Andrew realize when he returns to Minh Luong Prison?
8. Do you think Andrew should be disappointed once he reaches his destination?
9. Why does Andrew’s guide get so angry when he takes out his camera?

9. Analyze Analyze the key paragraph.

Key Paragraph – 156

“Now it is a major tourist attraction and a venue for government propaganda. Tourists, two-thirds foreigners, one-third Vietnamese come by the busloads. The staff are soldiers and civilians, some dressed in black pajamas and hand woven scarves, uniforms of the Viet Cong Guerrillas. We were grouped with other Vietnamese visitors, seated in a large gazebo to watch a war video about American atrocities spiced with a hefty dose of commentary on the evil of Western capitalism. A young soldier led us into a maze of trails twisting back and forth through the jungle. Great bomb-gouged pits, now weeded with vegetation, gaped like giant satellite dishes, testimonies of the unsuccessful U.S. attempts to destroy the tunnels. He showed us invisible trapdoors, tiger pits for men, and grenade-rigged manholes.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are an American journalist visiting Vietnam in the 1990’s. Write a narrative piece (2-3 paragraphs) on the Cu Chi Tunnels. Explain the history of the tunnels and what tourists will get to see and do when they are there. Be descriptive. Include sights, sounds, smells, etc.

11. Close Close by extending today's lesson to life and the world.

1. Describe a time when you were creative in order to make money.
2. How would you improve the tourist destinations in your city?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is Opium?

Opium is a highly addictive narcotic drug acquired in the dried latex form from the opium poppy (*Papaver somniferum*) seed pod. Traditionally the unripened pod is slit open and the sap seeps out and dries on the outer surface of the pod. The resulting yellow-brown latex, which is scraped off of the pod, is bitter in taste and contains varying amounts of alkaloids such as morphine, codeine, thebaine and papaverine.
 Source: <http://www.drugs.com/illicit/opium.html>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

baptizing-148	expatriates-148	refuge-164	hospitality-166	etiquette-167
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 162-177

Setting	Characters	Pages
Vietnam-1960s	Grandpa Pham and his friend	162-164
Shreveport, Louisiana-late 1970's	The Pham family and the people of the First Baptist Church	164-170
Ham Tan Village	Andrew, the inn keeper, the waitress, and the angry diners	171-177

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Vietnam-1960's. Andrew recalls waiting on his Grandpa Pham while he smoked his opium.
- Shreveport, Louisiana- late 1970's. The First Baptist Church of Shreveport sponsored the Pham's to America. They got them a home, placed the children in school and helped Trong get a job as a janitor in an industrial factory.
- Life was different for everyone in Shreveport than it had been in Phan Thiet or Saigon. Andrew got in fights at school. Dad had to work as a janitor instead of a teacher, and Mom got searched at the supermarket after being seen tasting grapes.
- At Christmas time, the residents of Shreveport were very kind. They showered the Phams with gifts and rejoiced when each was baptized in the church.
- Ham Tan Village-1990's. Andrew rode his bicycle all day after returning to Vung Tau from the Mekong River Delta. After dark, he arrived in Ham Tan Village. He checked into a roadside inn, then went across the street for dinner. Locals tried to pick a fight with Andrew. Luckily, the Owner of the Inn and his sons were there to protect him.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and

trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a front-page layout for a Shreveport Newspaper. Include a headline about the Pham family’s arrival. Begin the article by writing the first sentence or two. Include a visual to go along with the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 162-177)

1. Why do you think Grandpa and Grandma Pham decided to remain in Vietnam while the rest of the family made their escape?
2. Describe Grandpa Pham and his smoking habits.
3. How did the First Baptist Church of Shreveport change the Pham family’s lives?
4. How did Trong support his family?
5. Describe the challenges Andrew faced adjusting to his new life in America.
6. Describe the challenges Andrew’s family faced adjusting to their new lives in America.
7. What did the Pham family’s baptism symbolize?
8. How was Andrew treated in Ham Tan Village?
9. Describe the differences between life in Vietnam and life in Shreveport, Louisiana for the Phams.

9. Analyze Analyze the key paragraph.

Key Paragraph – 164

“The first Baptist Church of Shreveport, Louisiana, was our bridge to America. They loaned us the airfares. They rented us one of the church properties, found Dad work, and generally took care of the family, making sure our transition to America was comfortable. We went to church three times a week: all morning Sunday, Wednesday

night for Bible study and bowling, and Saturday night for church youth-group activities. Except for two trips to the movies, we never went anywhere in our nine Shreveport months except to church. It was the most magnificent place we had ever seen. It had huge white Roman columns, lofty marble halls, great diamond chandeliers, walls of stained glass, miles upon miles of cardinal carpets, and velvet drapes that went almost to heaven.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are a reporter for a Shreveport newspaper. Write a narrative article (2-3 paragraphs) about the arrival of the Phams. Be sure to include how they arrived in Shreveport, who brought them there, what they have been up to. Encourage the residents to look out for them.

11. Close Close by extending today’s lesson to life and the world.

1. What advice would you give to someone moving to this country?
2. Imagine you were in Andrew’s shoes at the diner filled with angry locals. What would you have done?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is Star Fruit?



Star fruit is a delicious tropical fruit which is also known as carambola. It is known as belimbing manis in the regions of South East India and is famous as Kamrakh in India. It is rich in vitamin C and offers many nutritional values. This yellow flesh fruit comes in two flavors; sweet and sour. You can get the sweet star fruit from summer to autumn season and from the summer end to middle of the winter sour fruit is available. Source: <http://beautyhealthtips.in/health-hair-skin-benefits-star-fruit/>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

quell-178	motley-179	commerce-180	hovel-181	calamitous-184
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 178-188

Setting	Characters	Pages
From Ham Tan to Phan Thiet	Andrew, peasants, and an old man on a bicycle	178-180
Phan Thiet	Andrew, Hai, Sau-Quong, and Su	180-186
Mui Ne	Andrew, the café owner, and a police officer	186-188

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Ham Tan-1990's. Andrew awakes in the morning and sneaks out of town to avoid the thugs from the prior night.

- He rides most of the way to Phan Thiet alongside an older man who tells him that the problem in Vietnam is the population explosion encouraged by the Vietnamese government after the war. He warns that if Vietnamese families continue to have so many children that the country will deplete its resources.
- In Phan Thiet, Andrew checks into a hotel at the far end of the city. In the morning he sets out to find his grandmother's old house. A woman named Mrs. Sau-Quang remembers Andrew's family and shows it to him. It is tiny and the market has been torn down. Andrew is disappointed to find that the star fruit tree is also nearly dead and that Hoa, his childhood girlfriend has moved away.
- Mrs. Sau-Quang reunites Andrew with his childhood nanny, Su. He spends all of his money on her and Mrs. Sau-Quang's sons.
- He then falls ill with fever and severe stomach troubles. For five days he lays in bed, while the innkeeper, Hai, overcharges him for everything.
- Andrew contemplates giving up, but instead presses on to Mui Ne, the place where his family escaped. Andrew is unable to locate the exact spot, as a great deal of building has taken place in the last twenty years. He spends the night under the stars in a hammock provided by a café owner.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create an Open Mind Portrait of both Hai, the innkeeper, and of Andrew. Use speech bubbles to show the polite things they are saying to each other. Use thought bubbles to show what each is really thinking.

Second possible activity:

Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.
4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

Beginning	Middle	End

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8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 178-188)

1. Why did Andrew have to leave Ham Tan Village so quickly?
2. What do you think would have happened if Andrew had stayed in Ham Tan Village?
3. What does the old man on the bicycle carrying a transmission casing say is the big problem in Vietnam today?
4. What does Andrew find when he arrives in Phan Thiet?
5. How is Phan Thiet different from anywhere else he has revisited in Vietnam?
6. When Andrew looks into the eyes of the man who owns the house he used to live in, there is a moment where he realizes he could just as easily have been this man, had fate dealt each a different hand. How do you think Andrew's life might be different if his family had stayed in Vietnam?
7. Who is Sau-Quang?
8. What happened to the star fruit tree and Hoa?
9. Who is Mrs. Sau-Quang?
10. Why does Hai overcharge him?
11. Why is it difficult for Andrew to recognize anything?

9. Analyze Analyze the key paragraph.

Key Paragraph – 181

"We are chatting amiably about the virtues of the house when our eyes meet—a strange moment—and we know we are holding a common thought: the transparency of our situation. Fate could have switched out destinies and no one would have been the wiser. I clear my throat and take demi-steps toward the door. I thank him for showing me his home. The tides of traffic and horns disorient me as I step into the road short of breath. Feeling guilty, I am very thankful we had the money to escape Vietnam."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Imagine Andrew's family had not escaped. Pretend you are Andrew and write 2-3 paragraphs to narrative a story of your life in Vietnam after the failed escape. What has become of the members of your family? Where in Vietnam do you live? What do you do? What do you wish for?

11. Close Close by extending today's lesson to life and the world.

1. Describe a favorite childhood memory?
2. Who helped raise you when you were young?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the history of San Jose, California?

Founded on November 29, 1777, as El Pueblo de San Jose de Guadalupe, San José was California's first civilian settlement. San José was also the site of the first state capital. With the booming tech industry in the 1990s, San José earned its moniker as the Capital of Silicon Valley. With nearly one million residents, San José is the largest city in Northern California and the 10th largest city in the United States.
 Source: <http://www.sanjoseca.gov/Index.aspx?NID=126>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

audacity-195	exemplary-195	predatory-195	spectacle-196	stench-198
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 189-199

Setting	Characters	Pages
South San Jose	The Phams, teachers and students, and the police	189-196
Muong Man Station	Andrew and the Station Agents	196-199

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Late 1970's. After nine months in Shreveport, the Phams decide to move to San Jose California. They rented a lower-level apartment in a poor community on Locke Drive in South San Jose.
- The family went on welfare. Dad studied 18 hours a day for a computer science degree. And Mom, like many other neighbors, formed a business out of her home. Every other weekend, Dad drove the family to Carmel to go to the beach.
- Andrew says he always knew Chi was different. That she should have been born a man. When the family arrived in San Jose, Chi began to act even more like a boy, binding her chest and wearing men's clothes. The teachers and students at school even mistook her for a boy. One day Chi had an argument with Dad about her dress. He caned her as he had done previously in Vietnam. Chi ended up in a detention center. Dad went to jail.
- Muong Man Station-1990's. Andrew plans to take the train from Muong Man Station to Hanoi. He has been told that the regular fare is \$30.00, but the Station agents want to charge him \$170.00. He only has \$45.00. They don't believe him that he doesn't have the money.
- Just before the last train of the night pulls out, the agent gives Andrew one more chance to pay up. Andrew yells at him. He walks away, and the train leaves without Andrew.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and

trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create an Open Mind Portrait of the family in the car on the way to the beach. Use speech bubbles to show what those who are speaking are saying. Use thought bubbles to show what those who are not speaking might be thinking.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 189-199)

1. Why did Andrew’s family move from Shreveport?
2. What did they hope would be different in California?
3. What was life like for the Pham’s on Locke Street?
4. What did Andrew’s parents do to become middle-class Americans?
5. Describe the family’s outings to Carmel beach.
6. Describe Chi as she was growing up.
7. Why did Chi dress like a boy?
8. Why did Andrew’s father go to jail?
9. What do you think happened to Chi after the detention center?
10. Why does the train station overcharge Andrew for his train ticket?

9. Analyze Analyze the key paragraph.

Key Paragraph – 194-195

“The first thing Chi did when we moved to California was throw away all her dresses and skirts. From her first day at high school, she wore men’s clothing. Her teachers, misled by her confident male body language, instinctively classified her as a boy. One thing rear-ended another and suddenly it avalanched beyond her control. Whether she wanted it or not, Chi had a new identity. At school, she was a *he*. And she used the

boys' locker room and competed in boys' sports. She didn't speak much English then, but what friends she had were all boys. She was one of them.

Things had gone quietly for a year and a half on Lock Drive until she had a row with Dad. He knew about the chest-bandaging and he tried to teach her how to be a normal girl. Chi, mirroring her father's stubbornness, had sassied him. So Dad schooled his child, measuring out his love, in the way his father had taught him. He caned her."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are a reporter for a local San Jose Paper. Write 2-3 narrative paragraphs to make a story about Trong Pham's arrest for beating his daughter. Include as many details about Trong and Chi as you can. You may wish to include a quote from Trong or Chi or both. Be sure to include: Where the family came from, how the school had managed to mistake Chi for a boy all this time.

11. Close Close by extending today's lesson to life and the world.

1. How do you think the school should have treated Chi?
2. What do you suggest Andrew do in his situation at the train station?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 16



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the history of Hanoi, Vietnam during the Vietnam War?

During the Vietnam War, the bombing of Hanoi by the United States in 1965, 1968, and 1972 caused massive damage. Following the collapse of South Vietnam on April 30, 1975, North Vietnam extended its control over all of Vietnam. On July 2, 1976, the Socialist Republic of Vietnam was proclaimed, and Hanoi was established as its capital. The city observed its 1,000th anniversary in early October 2010 by staging a number of events that culminated with a massive parade on October 10.

Source: <http://www.britannica.com/EBchecked/topic/254479/Hanoi>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

predicament-205	compatriots-205	reciprocate-205	compensation-205	amends-208
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 199-212

Setting	Characters	Pages
Muong Man Station-1990's	Andrew, the constable, and other station attendants	199-200
Diner in Muong Man-1990's	Andrew and Huong	200-202
Muong Man Station-1990's	Andrew, the egg-milk girl, the beggar boy, and the laborer grandfather	202-204
Freight Train Caboose-1990's	Andrew, Tung, Buggy, Scarface, Shyboy, VC, Dealer, and Mai	204-211
Hanoi Station-1990's	Andrew, Tung, VC, Shyboy, Buggy, and Hanoi Station Police Officers	211-212

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Muong Man Station- 1990's. After the last train has pulled away, leaving Andrew behind, a station agent named Huong asks Andrew if he'd like to go for coffee. Andrew agrees.
- Andrew and Huong share a meal, beer and stories. Huong says that he will find a way to get Andrew a ride on a freight train to Hanoi. Andrew waits in Muong Man for Huong to return from his English Class. It takes several trains passing through to find one that will take the risk of carrying a *Viet kieu*. Finally one run by Tung rolls through. It seems Tung owes Huong a favor.
- On-board the caboose of the freighter, Andrew seems an unwelcome guest. Tung tells Andrew to stay hidden in his cabin and that they will likely drop him in Hue, a long way from Hanoi.
- On the second day, however, Tung invites Andrew into another compartment to drink and eat with the others. Andrew makes several friends. He confides to them that he is not really a Vietnamese National. They tell him they knew that from the start and make him drink more in order to make things right.
- After hiding from the police at an inspection point, the train arrives in Hanoi. Andrew's new friends help him off the train and attempt to sneak him out of the

guarded station. They almost make it before several policemen call for them to halt.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a “photo snapshot” of Andrew sitting with his new friends drinking and eating in the train compartment. On the reverse side, note the date of the photo, the place, and label the people, using the nicknames Andrew gave to each.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 199-212)

1. Why doesn't the constable let Andrew pay the civilian rate?
2. What is a Viet kieu?
3. How is Huong able to find a train to take Andrew?
4. Why do you think Andrew's train friends make him drink more?
5. Give an example of Andrew's courage in this chapter.
6. How has Andrew become more trusting to strangers?
7. Why do you think Huong and the Tung decided to stick their necks out for Andrew?
8. Describe the details in today's reading highlight the poverty of Vietnam?

9. What do you think is going to happen now that Andrew and his friends have been spotted by the Hanoi Station Police?

9. Analyze Analyze the key paragraph.

Key Paragraph – 203

“The grandfather is on his way to see his grandchildren. He makes twenty dollars a month as a laborer, so hopping a freight train is the only way he can travel five hundred kilometers once every year to visit them. The beggar boy is waiting for a cargo train to take him into Phan Thiet, where he panhandles every morning in the fish market. He travels widely because beggars ride trains and busses for free. It is considered bad luck to turn them away.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In and around the train station, Andrew is struck yet again by the poverty of Vietnam, especially when compared to the relative riches of the United States. It is evidenced in the people he meets, in the dilapidated state of buildings, in the food that he eats, etc. Pretend you are Andrew, the writer. Write a 3-4 narrative paragraphs as a piece for an American newspaper describing the poverty of Vietnam. Focus on either the people you have met, or the run-down state of your surroundings. Use details and description to paint a verbal picture for your readers. Evaluate your journal entry using the checklist you created today. Then revise.

11. Close Close by extending today’s lesson to life and the world.

1. Have you ever helped someone out just because they needed help?
2. Describe a time when you showed courage.

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 17



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Who are the homeless youth in San Francisco?

LGBTQ youth represent a disproportionate number of homeless youth. Of the estimated 1.8 – 2.1 million homeless youth in the United States², 20-40% identify as LGBTQ which is higher than the 3-5% found in the general population.³ Although many LGBTQ youth come to San Francisco due to its reputation as a haven for this population, there are many significant challenges and barriers to independence, most notably the high cost of living and limited employment opportunities.

Source: <http://asmdc.org/speaker/images/LGBTQ-Homeless-Youth-in-SF-Fact-Sheet.pdf>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

cumbersome-215	jovial-217	absurdly-217	adamant-218	indignant-218
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 213-224

Setting	Characters	Pages
San Jose, California-1980's	Andrew, Chi, Huy, Hien, and Tien	213-215
South Vietnam-1970's	Andrew and Chi	216
Hanoi Station-1990's	Andrew, VC, young officer, old officer	217-219
Hanoi Inn near the station-1990's	Andrew, hotel owner, and an officer	219-222
Second Hanoi Inn near downtown	Andrew, two female street sweepers, and the hotel owner	222-224

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- San Jose, California- 1980's. Shortly after Chi and her father were detained, Chi escaped from the juvenile detention facility. She returned home on a rainy night. Andrew and his brothers gave Chi some clothing and food. She said she would likely go to San Francisco's China town where she would be harder to locate, but that she would come back to see her brothers soon. They waited but Chi never came back. Dad was released from jail without charges and the family moved away from Locke St.
- South Vietnam, 1970's. Andrew remembers being alone at home with Chi while Dad was in the army and Mom was taking care of business elsewhere.
- Hanoi Station, 1990's. As the police officer approaches, Shyboy rides off on Andrew's bike and VC attempts to mollify the officer. The officer interrogates Andrew until an older veteran officer intervenes. The older officer welcomes Andrew back to the roots of his father.
- After saying goodbye to Shyboy and VC, Andrew pedals to the nearest hotel. He checks in, eats at a diner, showers and goes to sleep. Shortly thereafter, a police officer knocks at the door and tells Andrew that he is not permitted to stay in this hotel, that he must stay at a much more expensive tourist hotel. Andrew is angry.
- Instead of waiting for his police escort to take him to the new hotel, Andrew rides off toward downtown Hanoi. He is paranoid though of being attacked by muggers

in the middle of the night. He crashes his bicycle and two female street sweepers help him up. They direct him to a hotel. Andrew checks in, showers again, and goes to bed, only to be awakened again by a knock at the door.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Pretend you are Andrew. Create a missing person poster for Chi that you can hang up around the Bay Area. Include a picture of Chi, a message to her, and a phone number that anyone can call with information.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 213-224)

1. What happened after Andrew’s father was arrested?
2. Why was Chi placed in a detention center?
3. Why did Chi run away from the detention center?
4. What advice would you give to Chi before she goes to San Francisco?
5. Why do you think the family moved away from Locke St.?
6. Why do you think the older police officer let Andrew go so easily?
7. What does this say about the older and younger generations of Vietnamese Men?
8. Why did the police know on Andrew’s hotel door at the first hotel?
9. Why is Andrew paranoid?

10. Why do you think the hotel clerk at the new hotel is knocking on Andrew's door?

9. Analyze Analyze the key paragraph.

Key Paragraph – 214

"She equated being around to putting Dad in jail. He was sitting in jail about to be tried for child abuse. Her testimony would put him away, and that would be the end of us all.

'Where are you going to sleep?' I asked her, reeling in the void that suddenly separated her world and mine.

'I don't know. Maybe I'll find some place in San Francisco.' She had been there perhaps three times. I doubted she knew the way. Besides, her English was worse than ours. Two and a half years wasn't enough time to learn a new language.

'They'll find me here,' she said. 'There are more Asians in Chinatown.'

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are a runaway hotline worker and that you have just received a call from Chi who is cold, hungry and scared. Imagine that she has explained her story and her dilemma thoroughly. Write 2-3 narrative paragraphs to provide Chi with the best detailed, step-by-step advice that you can. What should she do? What should she NOT do? Where should she go? How can her situation best be resolved? What might happen if she deviates from your plan?

11. Close Close by extending today's lesson to life and the world.

1. This is certainly no leisure trip Andrew is on. His travels have been hard work. Do you think all his effort is worth the experiences he is having?
2. Describe a learning trip you've been on.

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 18



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Why do tourists visit Vietnam?

Vietnam is a truly hidden gem that only those visiting the country themselves will be able to tell. To put it correctly, Vietnam is not short of World Heritage Site: Halong Bay, Phong Nha Ke Bang caves, Hoi An Ancient Street and Cham Islands are all recognized for their intense beauty. However, it is the bits and bites of the non-heritage site that will surprise you further. Da Lat, for example, is too picturesque to miss. French style villas sitting next to a pine forest, bordered by strawberry garden- you feel like Europe but the market scenes speak otherwise. Keo pagoda in Thai Binh province also exemplifies well the no-name beauty of Vietnam: feel the serenity of a religious place, situated amidst greeneries of paddy farms. Whether a must-see site or an off-the-beaten-path attraction, you will not be disappointed.

Source: <http://www.vietnamonline.com/best-of-vietnam/why-vietnam-10-reasons-everyone-should-know.html>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

apprentice- 228	patriotic-229	colonialism- 229	independence- 229	zealousness- 229
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 224-236

Setting	Characters	Pages
Hanoi-1990's	Andrew, non-Vietnamese tourists, Ho Chi Minh, and No-name	224-233
San Jose, 1985	Andrew, Cu-Den, Manh, Lee, Tong, and Thang	234-236

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Hanoi-1990's. In the morning, Andrew bikes around Hanoi, searching for the tourist area. He finds it, makes some friends and spends several days touring around Hanoi.
- Andrew visits Ho Chi Minh's display in the mausoleum. He describes the scene as part funeral, part wax museum.
- Andrew befriends a homeless mute boy he calls No-name. No-name makes his way in Hanoi by hanging around tourists. He is friendly and sweet, and tourists look out for him. They are always sad to leave him, and he is sad when they disappear. Andrew knows this will happen to him soon.
- San Jose, California-1985. Andrew is at his friend, Cu-Den's house. Cu-Den tells Andrew they are going to rumble tonight, six-on-six against "the Mexicans."
- A few days earlier, Andrew's other friends, Manh, Lee, Tong, and Thang, had broken into the school gym and stolen some sporting equipment. The rival Mexican gang had been blamed for it, and now they were going to fight it out.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create an Open Mind Portrait of both No-name and Andrew as he is explaining that Jen, the girl No-name was inquiring about, has gone for good. Use thought bubbles to show what each is thinking.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 224-236)

1. Why do you think Andrew went looking for the backpackers' area?
2. Why do you think he wanted to be around other tourists?
3. Review pages 227-229. Tell a partner everything you can remember about Ho Chi Minh.
4. Describe No-name.
5. What advice regarding No-name would you give to Andrew if you could?
6. How does he survive in Hanoi?
7. Describe Cu-Den?
8. How did Andrew fit in at his American high school?
9. Why were Andrew and his friends going to fight the Mexican gang?

9. Analyze Analyze the key paragraph.

Key Paragraph – 227

“I think whatever Vietnamese—Northerners, Southerners, or Viet-Kieu—feel about this man and his ideologies, they respect him as all the underdog countries of the world do. For here was a man of inconsequential beginnings who crept through the land of the

white man as a menial laborer and returned to wrestle his homeland from empires. Founder of the Vietnamese Communist Party and President of the Democratic Republic of Vietnam from 1946 until his death in 1969, Ho Chi Minh was born Nguyen Sinh Cuong to a fiercely nationalistic scholar-official of humble means. He studied in Hue at the Quoc Hoc Secondary School, then migrated south to work as a teacher in Phan Thiet, my hometown, the very villages where my father, eking out a living as a teacher, met my mother. At the age of twenty-one, Ho signed on to a French ship as a cook's apprentice, the first step to what would become a thirty-year journey that would take him to North America, Africa, and Europe. He settled in London, then Paris, earning a living as a gardener, snow sweeper, waiter, photo finisher, and mastered several languages, including English, French, German, and Mandarin. It was his tenure in the racially prejudiced Western world that led Ho to examine his roots and nurture his sense of patriotism."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Review the short biography of Ho Chi Minh's life on pages 227-229. Pretend the year is 1969 and that you have been assigned the task of writing his obituary. The tone of an obituary should be one of sorrow and praise. Be careful not to say anything that would slight his character. Tell the story of his life in 3-4 narrative paragraphs and explain his significance to Vietnam and its people.

11. Close Close by extending today's lesson to life and the world.

1. Describe your friends at school.
2. What advice would you give Andrew and his friends?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 19



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Why do the Vietnamese eat dog meat?

Dog restaurants in Vietnam are doing well. Dog is a popular dish in the country, where it is eaten for its protein and also for good luck. It is particularly popular in the urban areas of the north where increasing incomes have sparked a search for new and more exotic recipes. At a busy restaurant in Hanoi, a woman weighs and chops up small puppies for her customers. There are about seven dishes featuring dog meat, and they often include the head, feet and internal organs. Dog meat has a strong smell and taste. It is heavily spiced and usually served with alcohol.

Puppy farms

Diners are mostly men - they believe it will make them more virile. But eating dog

is reserved for the second half of the lunar month. Dog meat sellers do good business then, with many customers who believe they will dispel their misfortunes by eating the meat.

The dogs are small with long bodies and short legs, best eaten at about a year old. They come from puppy farms or are collected from the countryside. It is common to see them in the streets of the capital, crammed into wire cages or cooked and skinned on the backs of motorbikes. They are killed with a blow, boiled to remove the fur and roasted.

People who keep dogs as pets are very cautious of their safety, and if a dog is seen on the street, it is usually an exotic breed being watched by one of the family. Many people are comfortable with the idea of loving their pet and following what they see as the natural order of eating chicken, pork or dog meat.

While eating dog is permitted, eating cats has been made illegal in an effort to reduce the number of rats and mice. Cats are usually kept tied up or in cages, partly so that their miaows frighten the rodents and partly, as many believe, to protect them from being stolen for illicit cat restaurants.

Source: <http://news.bbc.co.uk/2/hi/asia-pacific/1735647.stm>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

immune-242	reincarnated-243	bellhop-244	concierge-244	splendor-245
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 236-246

Setting	Characters	Pages
San Jose, California-1985	Andrew, Cu-Den, his uncle, and his friends	236-238
San Jose, CA-1990's	Andrew, his father, Huy, and Hien	238-239
Saigon-1975	Andrew and a lady in the park	239-240
San Jose, CA-1985	Andrew, Cu-Den, and Andrew's friends	240-241
Highway 1 between Hanoi and Ninh Binh	Andrew, a dead dog, and a mob of elementary school-aged kids	242-244
Ninh Binh	Andrew and a peasant woman	244-246

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- San Jose, California-1985. Andrew often cut school to work for one of his uncles under the table. He did this so that he could make money to pay the costs of being on the school tennis team.
- San Jose, California-1990's. Andrew recalls caning his younger brother for the last time a year before his journey. It took his brother coming at him with a knife for him to realize what he'd been doing was wrong.
- Heading south from Hanoi-1990's. Finally Andrew heads out of Hanoi and begins his long ride back to Saigon. On his first leg, he encounters a group of school children that launch their sandals at him as he rides by. When he stops to teach them a lesson, they switch to rocks.
- A little further down the road, Andrew barely misses getting run over by a truck. The truck, instead, hits and kills a dog. The men from the roadside diner drag it inside to be tonight's dinner.
- Sixty miles south of Hanoi, Andrew stops in Ninh Binh. At the riverfront, he finds a peasant woman to give him a boat tour for \$2.00.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a postcard of what Andrew sees while in the sampan boat. On the other side write a short note to your mother reassuring her that you are safe. Tell her that Vietnam is still beautiful. Tell her one thing you have learned about the purpose of life since you have been on this journey.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 236-246)

1. Why did Andrew work for his uncle?
2. Why do you think Andrew includes these vignettes of when he was in school?
3. What made Andrew realize that he shouldn't be beating his brothers?
4. What was Andrew reminded of when someone ran over the dog?
5. What did his uncle tell him was going to happen now that he had eaten dog meat?
6. Why were the school children throwing things at Andrew?
7. Andrew is searching for meaning on this trip. Some people believe that the way that you behave in this life, will affect your position and experiences in the next life. Others believe that how you behave now will affect your happiness in the after-life. What do you believe?
8. What do you think Andrew is thinking about as he floats down the river in this sampan?
9. Reread page 246. How do you think he is feeling from today's readings?

9. Analyze Analyze the key paragraph.

Key Paragraph – 243

"I feel nauseous. I can almost smell roasting ginger and dog fat—the smoky arid edge of barbecued ribs dripping on hot coals. I remember my first taste of dog meat. My uncle had forced it down my throat when I was a kid in Saigon. The beerhouse smelled terrible, rancid if it weren't for the cigarette smoke and the grill. Red-faced men talk-shouted, tearing into dog ribs with their teeth and tossing bones on the muddy floor. The owner, a mean-faced old woman, took my money and handed me a small plate of roasted dog meat, the pieces cut thin like nickels. One day, Uncle Hung was drunk and he ordered me to eat it. With him preparing to smack obedience into me, I put a slice into my mouth. It tasted gamey, almost like rabbit. The ginger killed most of the strange meat flavor. 'Ha! Ha! Ha! You ate it! You know what this means? In your next life, you'll be reincarnated as a dog!' I tried to vomit without success and I bawled with fears only an adult could instill. Whenever she visited me, Chi would take pity and go in my place to fetch Uncle Hung's dog meat."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

It is generally accepted that life has purpose. Some people believe that the purpose of this life is to ensure a happy after-life or next life. Many others believe in a secular purpose. In 2-3 narrative paragraphs, describe yourself and state what you believe to be your purpose in life. Then provide examples of how you are fulfilling that purpose.

11. Close Close by extending today's lesson to life and the world.

1. Have you ever had an experience like that where one incident made you change the way you lived your life? Explain.
2. How do you think Andrew is changing?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 20



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are the Vietnamese funeral customs?

The way a funeral is organized in Vietnam is strongly influenced by Chinese ones with various rites and activities. Most funerals in Vietnam consist of three stages. The first stage is called “**Nhap Quan**” (Entering the Coffin). The purpose of this stage is to clean the death body and place it inside the coffin. The death body is cleaned with alcohol or water, removed from the old clothes and worn in the death clothes. The clothes are made from white fabric, and not only the death body but also the husband/wife, the son and daughter and the grand sons have to wear this funeral clothes.

Afterwards, the corpse is placed inside the coffin and the relatives begin the rite under the leadership of a shaman. All families and relatives will then go slowly around

the coffin, in line, to pay respect and to see their deceased family member for the last time. In addition, there is a bowl of rice and an egg place on top of the coffin if the family is Buddhist or non-religion, and a card of the death's Christian name if he or she is Christian.

The second stage of the funeral is when guests – often the friends and further relatives of the deceased – come to share the sorrow with the family. The coffin is placed at home or at the funeral houses based on the desire of the dead's family. Distant relatives, neighborhood, friends or colleagues of the death can come to the place, pray for the salvation of the death's soul, go around the coffin to see the death again and console the death's family. This stage might take anywhere from a few hours to a whole day, depending on the number of the visitors. Visitors who attend a funeral usually wear dark color clothes and bring sympathy flower, sometimes attached with an envelope containing money to help the unfortunate family cover the cost of the funeral.

When the visiting stage ends, the representative of the family will have a short speech to thank all the visitors and invite them to go with the family to take the death to the cemetery. The coffin of the death is moved to a special funeral car and taken to the interring place, followed by the family members and some of the visitors.

In some rural parts of Vietnam, especially with peasants' families, the coffin is placed in the middle of the rice field and the dead's eldest son has to walk backward, or even rolling on the muddy ground, to show his regret of his parent's death. There are two mains type of interring in Vietnam: burying and burning. The mourning time after the funeral is different based on the position of the death in the family, but mostly from 3 months to 3 years. During the mourning time, the family members have to wear a small black piece of cloth on the arm or chest.

Source: <http://www.vietnamonline.com/az/vietnam-funerals.html>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

impudent-248	smoldered-249	unabated-251	magnanimous-252	indignation-253
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 247-258

Setting	Characters	Pages
San Jose, California, Grandma Le's house	Andrew and Grandma Le	247-250
San Jose, California, Grandma Pham's house	Andrew and his extended family.	250-257
San Jose, California, Grandma Le's house	Andrew and Grandma Le	257-258

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- San Jose, California-1989. Andrew picked his Grandmother Lee up at her house to take her to Grandmother Pham's house to celebrate with the Pham clan on the anniversary of Grandpa Pham's death. She was doing Tai Chi in the front yard when he arrived.
- Grandma Pham's house was cluttered outside with cars, construction equipment, and tools. Inside, all the residents of the house plus many guests were already there.
- Andrew observed tradition and greeted each of his elders. Food was placed on an altar and each person, excluding Grandma Lee was expected to pay his or her respects to Grandpa Pham. Andrew's mother, who never liked Grandpa Pham, did not participate.
- Andrew filled two plates with food. Before he could finish it, the party had grown tense. The men and women were arguing, and Andrew's mother was at the center of it. Others suggested that the way she had made money in Vietnam was immoral. The argument turned to a fight. Uncle Hong threw rocks at his older brothers. Andrew's mother informed her in-laws that they had been disowned. Andrew and Grandma Lee snuck out of the house.
- Back at Grandma Lee's house, Andrew begged her to explain what his mother had done in Vietnam to make money that was so scandalous? Grandma Lee gave it some thought and decided to tell him.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family

members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Review page 250. Make a blue print of Grandma Pham's house showing who is living in which room. How many people are living in this house?

And/Or

Based on what you have read so far, create a poster to be hung inside Grandma Pham's house listing the five most important traditions to be observed in a Vietnamese Family.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 247-258)

1. How long has Grandma Le been living in San Jose?
2. What was she doing when he arrived?
3. Where is Andrew taking Grandma Le?
4. Why did Andrew want to go to the family gathering?
5. Describe Andrew's relationship with his extended family.
6. Describe how Andrew is supposed to act around his elders?
7. Why didn't Andrew's mother pay respect to Grandpa Pham?
8. The celebration erupted into at least three different arguments. Can you explain what each was about?
9. What do you think Andrew's mother did in Vietnam that was shameful?

9. Analyze Analyze the key paragraph.

Key Paragraph – 251

"I didn't have much in common with most of my uncles. I hated having to bow, grovel, and show them respect the whole nine yard like a ten-year-old schoolboy just because they were my elders. Uncle Hong was a natural entrepreneur, at the moment a real estate speculator. Uncle Hun was a lifelong technician, a classic worker ant. Slumlord Uncle Hoang was the only Pham nearing millionaire status. He used to have me paint his illegal apartments until I decided to charge him minimum hourly wages. His wife, a beauty queen who didn't get a long with the rest of the family too well, didn't show up for the ceremony, causing fierce whispering among the wives-in-law."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Choose a Vietnamese tradition you have read about today. Perhaps it is the requirement to respect your elders. Perhaps it is the duty to take care of your family. Or perhaps it is the tradition of honoring the dead. In a narrative paragraph, describe the tradition. Provide examples from the text. In a second paragraph, compare the tradition to one from your own family, exposing the similarities or the differences.

11. Close Close by extending today's lesson to life and the world.

1. How do you act around your family?
2. How is it different or similar to the way Andrew acts around his family?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 21



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a rice cooker?

Using a rice cooker is a simple and effective way to cook rice. Many rice cookers keep the rice warm after it's cooked. There's no need to watch the rice cooker since this appliance comes with an automatic timer that clicks when the rice is ready.

Source: <http://www.wikihow.com/Cook-Rice-in-a-Rice-Cooker>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

quintessential-262	crestfallen-262	talisman-266	benediction-266	folklore-266
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 259-271

Setting	Characters	Pages
Vietnam-1990's, the highway between Ninh Binh and Ky Anh	Andrew, the three motorcyclists, the man on the oxcart, and the one-legged bicyclist	259-263
The old man's hut	Andrew and the old man	263-267

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Vietnam-1990's. Andrew is continuing south, headed for Ky Anh. He encounters three young drunken motorcyclists who harass him on the highway. When it seems he cannot out run them, Andrew decides to make friends. He makes a few jokes and offers each a Marlboro. The three warm to Andrew and they talk of America.
- A little further up the road, Andrew pedals alongside a man who is asleep at the reigns of an ox and cart. Andrew's laugh awakens the man, and they begin to talk. As they are talking, an old, one-legged man on a bicycle appears.
- The old man says that there is not much to see in Ky Anh and invites Andrew to stay with him in his hut. Andrew agrees as this is the first time since he has been here that someone has been so hospitable.
- At the man's hut, they share clay pot catfish, Andrew's childhood favorite meal. In the morning, Andrew awakens with a fever. The old man uses traditional medicine on Andrew and soon he is feeling much better. They talk about the war, and the old man says that he harbors no resentment towards Americans. He says that the American veterans are his brothers and that he would gladly be their host for tea.
- San Jose, California-1990's. Andrew is having dinner with Trieu, his girlfriend and her father who was a Colonel in the South Vietnamese Army. The Colonel is popping pimples at the dinner table and talking to Andrew about his plan to retake Vietnam from the communists by winning the peasantry over with solar powered rice cookers.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a postcard showing Andrew and the old man sharing Clay Pot Catfish. On the back write a short note to Tyle about this man. Tell him what he says about American soldiers and his invitation to tea.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 259-271)

1. What did Andrew learn from his “old schoolmate, who had turned into professional Vietnamese-American gangster?”
2. How did Andrew use this to disarm the three men on the motorcycle?
3. Describe how Andrew makes new friends.
4. Where does Andrew stay in Ky Anh?
5. What was Andrew’s childhood favorite meal?
6. Describe the traditional medicine used to make Andrew feel better?
7. Compare the Vietnamese philosophy or life and work to that of Americans.
8. How does the old man feel about America and American veterans now?
9. Describe the Colonel.
10. What is his plan to retake communism from Vietnam?

9. Analyze Analyze the key paragraph.

Key Paragraph – 267

“No, I do not hate American soldiers. Who are they? They were boys, as I was. They were themselves, but also part of a greater culture—the government. As was I. I can no more blame them than a fish I eat can be blamed for what I do.”

‘You see, their pond is America. Here, in these hills, in this jungle, they are food.’

‘Me, I am in my land. I am in my water. These hills where I’ve killed Vietnamese and Americans. I see these hills every day. I can make my peace with them. For Americans, it was an alien place then as it is an alien place to them now. These hills were the land of their nightmares then as they are now. The land took their spirit. I eat what grows of this land and someday I will return all that I have taken from it. Here is my home, my birthland and my grave.’

‘Tell your friend Tyle. There is nothing to forgive. There is no hate in this land. No hate in my heart. I am a poor man, my home is a hut with a dirt floor, but he is welcome here. Come and I shall drink tea with him, welcome him like a brother.’

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Review the paragraphs above. In a narrative paragraph, explain what you think the old man is trying to say about the war between America and Vietnam and its participants. Use examples to make your argument clear.

11. Close Close by extending today’s lesson to life and the world.

1. How do you make friends?
2. Describe how you met one of your friends.

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 22



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is considered child sexual abuse?

Child sexual abuse includes touching and non-touching activity. Some examples of touching activity include:

- touching a child's genitals or private parts for sexual pleasure
- making a child touch someone else's genitals, play sexual games or have sex putting objects or body parts (like fingers, tongue or penis) inside the vagina, in the mouth or in the anus of a child for sexual pleasure

Some examples of non-touching activity include:

- showing pornography to a child
- deliberately exposing an adult's genitals to a child

- photographing a child in sexual poses
- encouraging a child to watch or hear sexual acts
- inappropriately watching a child undress or use the bathroom

As well as the activities described above, there is also the serious and growing problem of people making and downloading sexual images of children on the Internet. To view child abuse images is to participate in the abuse of a child. Those who do so may also be abusing children they know. People who look at this material need help to prevent their behavior from becoming even more serious.

Source: http://www.parentsprotect.co.uk/warning_signs.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

mesmerized-278	materialize-279	jilted-282	entourage-283	literati-283
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 272-284

Setting	Characters	Pages
San Jose, California, the Van's house-1990's	Andrew, Trieu, Colonel Van, his wife, and Mr. Becket	272-277
Hue, Vietnam-1990's	Andrew, Tin, and Professor Khai	278-284

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- San Jose, California-1990's. At Trieu's father's house, dinner is interrupted when Mr. Becket, the elderly man that the Van's care for to support themselves, pees his bed.
- Supper ends after the flan has been eaten and Col. Van finishes his last cigarette. Trieu whispers to Andrew that she wants him to stay the night.
- Andrew goes out the front door and sneaks back in through Trieu's window. She tells him that her father was inappropriate with her today, and Andrew becomes quiet and angry. In the morning, he sneaks back out the window. The Col. sees him in the yard and yells for him to stop, but Andrew runs away.
- Hue, Vietnam-1990's. Andrew befriends a cyclo driver named Tin. They ride around the city together, then have snacks at a food kiosk. After, Tin takes Andrew to meet his family. In the morning Tin picks Andrew up again and together they hire a guide to float them down the perfume river.

- Andrew lucks out again with another tour guide. This time, it is an ex-professor named Khai. Khai had connections during the war to the South Vietnamese Army and has been blacklisted for life. He can not get a good paying job, so he hires himself out as a cyclo-driver. He is very knowledgeable and tells Andrew about Hue's long history.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create an Open Mind Portrait of the Colonel and Trieu. Use speech bubbles and thought bubbles to show what each is saying and to show what each might be thinking about the other.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 272-284)

1. How do the Van's make their money to survive in America?
2. Do you think they take good care of Mr. Becket? What clues from the reading make you think this?
3. How do you imagine Trieu is feeling about her father after today's reading?
4. How do you imagine Colonel Van views his once-abandoned daughter?

5. Why don't you think Andrew trusts the Colonel?
6. What would you do if you were Andrew and Trieu shared the information about her father's inappropriate behavior with you?
7. In Hue, how is Andrew's feelings are changing about the Vietnamese?
8. Why has Khai been blacklisted?
9. Why do you think the Vietnamese government would blacklist knowledgeable citizens?

9. Analyze Analyze the key paragraph.

Key Paragraph – 276

“ ‘Do you know what I like about you, An?’
I did. But I said, ‘No, What do you like about me?’

‘You’re good. You’re different. One in a million.’

It was her favorite cliché, one she wished to believe. It seemed so easy to along with her, but the words sat in my throat. Someday, I would have to tell her the truth. She made me strive to be something better, but at the heart of it, I was no better than the next guy. I tried to be decent because she needed it.”

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Andrew, trying to be the better person Trieu believes you to be. Give her sound advice as to what she ought to do about her father. Write 2-3 detailed narrative paragraphs giving her step-by-step instructions. Include anything you are able to help her with.

11. Close Close by extending today's lesson to life and the world.

1. What advice would you give Trieu?
2. What would you do if you were Khai?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 23



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the DMZ?

The Demilitarized Zone (DMZ)- The line that divided Communist North Vietnam from Southern Vietnam. Most of the ground fighting took place south of the DMZ.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

trepidation-288	anticlimactic-288	gawk-289	revelry-292	vexed-292
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 284-294

Setting	Characters	Pages
Hue-1990s	Andrew and Cao	284-285
Eureka, California-1990s	Andrew and Big Jake	285-286
Hai Van Pass, Vietnam-1990's	Andrew and roadside workers	287-289
Hoi An, Vietnam-1990's	Andrew, German Epicure, Western Tourists, Cham ruin guides, and Carolyn	289-294

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Vietnam, 1990's. After his time with Tin and Khai, Andrew meets a DMZ tour guide named Cao. Cao explains that Vietnamese people are able to forget the war more easily than the Americans, because the Vietnamese have continued to live there day after day. They have a new history, while all the Americans have are their memories.
- Vietnam, 1970's. Andrew recalls having built a fort in a room where he was not supposed to be. While in his fort, Andrew witnessed things he was not supposed to see.
- Hai Van Pass, Vietnam-1990's. Andrew rides from Hue over a large mountain pass to a seaside town called Hoi An, which is known for its food.
- Andrew meets a German executive in a restaurant. They talk for a while and make tentative plans to meet at the Cham ruins the next day. After dinner, Andrew joins a group of tourists at a bar.
- Andrew travels to the Cham ruins with several other tourists. The ruins turn out to be a big money-making scam. They are over-charged and unfairly charged at every turn. Andrew runs into the German executive who is just as disappointed.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create an advertisement for “Gaping Fish.” Provide a visual, a short description of its uniqueness and a price.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 284-294)

1. How are Vietnamese able to forget the war more easily than Americans?
2. What is hoi An known for?
3. Why did Andrew seek out western tourists after his time with Tin and Khai?
4. What do you think he is homesick for?
5. What does DMZ stand for?
6. What does Andrew see under his fort?
7. How do you think Andrew’s parent’s made their money?
8. Why did the German man get feel so sickened when the cook described the process for preparing gaping fish?
9. Name all the ways that the Cham ruins turned out to be a tourist trap and a rip-off.
10. What is it about Carolyn that makes Andrew enjoy Vietnam more when he is with her?

9. Analyze Analyze the key paragraph.

Key Paragraph – 290-291

“ ‘Please, you must come back and enjoy my specialty—*Gaping Fish*,’ he bubbles with barely enough patience for me to translate to my companion, the German epicure. ‘*It is a dish I learned from a great Chinese chef when I went to Canton to study. O can make*

it with any sauce you want, garlic-lemon-butter, French tomato and mushrooms, or Chinese sweet-and-sour. Anything.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are Andrew. Write a narrative email to your mother. In it, tell her about the Chef you met today and about his favorite dish, “Gaping Fish.” Provide her with the step-by-step instructions for preparing this dish. Be clear in your instructions, being careful to anticipate places where she might misunderstand.

11. Close Close by extending today’s lesson to life and the world.

1. If you were gone for months, what would you be homesick for?
2. Describe a time when you were ripped off.

Character Based Literacy Program Lesson Plan

Catfish and Mandala, Day 24



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a pedi-cab?

(Especially in Southeast Asia) a three-wheeled public conveyance operated by pedals, typically one having a hooded cab for two passengers mounted behind the driver. Source: <http://dictionary.reference.com/browse/pedicab>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

demeanor-296	retrospect-299	cordial-301	scythe-304	eviscerated-305
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 295-307

Setting	Characters	Pages
San Jose, California-1990's	Minh and his extended family	295-299
Quang Ngai	Andrew, Traditional middle-class Vietnamese family	300-302
Highway between Quang Ngai and Qui Nhon	Andrew	302-304
Qui Nhon	Andrew, the prostitutes at his door, the pedi-cab driver, and the pharmacist	304-307

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- San Jose, 1990's. Chi returns home after having run away fourteen years prior. She has had an operation and is now a man. The man's name is Minh.
- After Chi became Minh, he traveled the mid-west as a farm laborer, then moved to Orange County, California where he secured a job in the aero-space industry. He married a woman there who did not know he had previously been a woman. Their marriage failed.
- Minh could not let this woman go. While living in San Jose, first with his mother and father, then with Grandma Le, and finally in a boarding house, Minh

continued to travel to Orange County to get his wife to come back to him. Her family helped to hide her from him every time. Minh hung himself in Grandma Le's apartment.

- Vietnam, 1990's. Andrew arrives in Quang Ngai City. He stays in Hotel No. 1- "the dirtiest, foulest dump [he] has ever seen." He was planning on staying in a traditional Vietnamese home, but the father of his would-be guests wouldn't allow it.
- In the morning, Andrew sets out on the longest ride of his life- 200 kilometers to Qui Nhon. After a filling meal, Andrew spends the rest of the night sick with diarrhea. The following morning, he goes to the pharmacy and receives a 4-day course of medication for dysentery. He takes it and heads out on his bicycle, still sick.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a single or double frame cartoon that depicts the differences in accommodations at the traditional Vietnamese family home and the Hotel No. 1. Include a caption.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 295-307)

1. What happened to Chi in the fourteen years that she was away from the family?

2. Why do you think Chi-Minh killed himself?
3. Do you think there is anything Andrew could have done to prevent this?
4. Why do you think Chi had an operation?
5. Describe Minh's life in Orange County, California.
6. Describe Hotel No. 1.
7. Why don't you think Andrew was not allowed to stay with his friend's family?
8. Why is Andrew sick?
9. How would you describe Andrew's travels through Vietnam? A vacation? A tour? A journey? A Job? What makes it more one or the other?

9. Analyze Analyze the key paragraph.

Key Paragraph – 299

"After receiving some money as Christmas presents, Minh took a taxi to San Jose Airport and flew to Orange County to find his ex-wife. He lingered until his money ran out. It was his last attempt and it failed. Broke and brokenhearted, he returned on New Year's Eve to Grandma's, where his uncle and aunt put him up temporarily in the spare room. Three days later, Minh took his life with a yellow nylon rope tied to the bedroom rafters. At thirty-two, he died the most Vietnamese of deaths, a brokenhearted suicide. His father cut him down from the ceiling while his mother and grandmother wept. And his family, who could not love him while he lived, grieved his passing. His ashes were scattered on the sea he never finished crossing."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Pretend you are Andrew. There are so many things you wished you could have said to Chi-Minh that you were not able to say when he was alive. Write him a narrative letter of all the things you wish you would have told him before he died.

11. Close Close by extending today's lesson to life and the world.

1. Would you ever be interested in making a similar journey like Andrew's?
2. What parts would you do and which parts would you do differently?

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 25



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does it mean to “come out”?

Identifying yourself as lesbian, gay, bisexual or transgender (LGBT) and disclosing this to other people is often referred to as 'coming out'.

Many people find that coming out is a positive experience. 1 However, coming to terms with confusion about sexual identity can have both positive and negative effects on many aspects of a person's life, including social relationships, school or work, and self-esteem. 2 Coming out can be a difficult time; many LGBT people fear negative reactions, rejection and upsetting people they are close to. In many parts of the world strong cultural attitudes and discriminatory laws make coming out even harder. 3

Source: <http://www.avert.org/coming-out.htm#sthash.XLO1qHRW.dpuf>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

revelatory-312	humiliating-312	avert-312	treasonous-313	placating-313
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 308-322

Setting	Characters	Pages
Vietnam-1970s	Andrew, Mom, and her employees	308-309
Vietnam roadside café	Andrew, the proprietor, and three drunken soldiers	310-314
San Jose, California-1990s	Andrew, Mom, Huy, Sean, and Dad	315-322

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Vietnam-1970's. Andrew puts his memories together to discover what his mother did in Vietnam during the war to earn the money that would take the family to America.
- Roadside Café, Vietnam-1990's. Andrew, parched and tired pulls into a roadside café for a Coke. Inside three drunken soldiers take a dislike to Andrew because he is Viet-Kieu. They try to fight Andrew, but they are too drunk. Instead they fight with three other soldiers from a diner across the street while Andrew makes his getaway.
- San Jose, California-1990's. Huy comes out to Andrew in a diner over margaritas. Andrew assures Huy that he is fine with it. They talk and joke comfortably. Their parents have a harder time accepting Huy being gay. Huy's mother keeps suggesting that he date girls. Huy's father wonders if he did something wrong in Huy's upbringing. He wonders if being more like an American father would have changed things.
- Andrew and Dad stay up late talking over beer and warm milk. Andrew's father communicates his regret for having beaten his children, and for having been such a distant figure.
- Andrew forgives his father, and notes how well all of his brothers and sisters have turned out.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of “Living in Two Cultures.” After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the “Impact of War.” Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on “Fractured Families.” Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create eight small boxes on a piece of paper. Above each, write the names: Mom, Dad, Chi, Andrew, Tien, Huy, Hien, and Kay. Draw a symbol inside the box that represents each family member. Below the box, write a word or short phrase that says something positive about the way this person turned out.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 308-322)

1. How did Andrew’s mother make the money to get her family to America?
2. Why do the three soldiers want to fight Andrew?
3. What does Andrew represent to the soldiers?
4. What does Andrew’s reaction to his brother’s coming out say about how Andrew feels about family?
5. What do you think Andrew means when he says, “A survivor does not have the luxury of counting his blessings?”
6. What are the father’s regrets?
7. Why did the father beat his children?
8. How does Andrew console his father?
9. What article did Andrew’s father keep taped to a lamp shade?

9. Analyze Analyze the key paragraph.

Key Paragraph – 320

“He turned from me and I caught his awful sadness in profile. ‘I should have been a better father to you boys. I should have been more like an American father. They know how to cherish their children. I should have taken you camping...or something.’”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are Andrew. Write 2-3 narrative paragraphs, briefly describe how you hope to change your future relationship with him. Tell him the things you intend to do differently. Suggest things that he might try doing differently. Close by telling him you hope he will accept your offer for a fresh start.

11. Close Close by extending today’s lesson to life and the world.

1. If you were Andrew, what would you say to your father who is expressing his regret for the way he raised you?
2. Describe how you can improve your relationship with your family.

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 26



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

How to talk to someone who is thinking about suicide?

Talking to a friend or family member about their suicidal thoughts and feelings can be extremely difficult for anyone. But if you're unsure whether someone is suicidal, the best way to find out is to ask. You can't make a person suicidal by showing that you care. In fact, giving a suicidal person the opportunity to express his or her feelings can provide relief from loneliness and pent-up negative feelings, and may prevent a suicide attempt.

Ways to start a conversation about suicide:

- I have been feeling concerned about you lately.
- Recently, I have noticed some differences in you and wondered how you are doing.
- I wanted to check in with you because you haven't seemed yourself lately.

Questions you can ask:

- When did you begin feeling like this?
- Did something happen that made you start feeling this way?
- How can I best support you right now?
- Have you thought about getting help?

What you can say that helps:

- You are not alone in this. I'm here for you.
- You may not believe it now, but the way you're feeling will change.
- I may not be able to understand exactly how you feel, but I care about you and want to help.

When you want to give up, tell yourself you will hold off for just one more day, hour, minute—whatever you can manage.

For more Suicide Prevention information:

http://www.helpguide.org/mental/suicide_prevention.htm

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

acclimatize- 324	microorganisms- 324	vindicated- 326	lull-329	acquaintance- 331
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 323-334

Setting	Characters	Pages
Nha Trang-1990s	Andrew and Cuong (Calvin)	323-331
San Jose-1990's	Andrew and Chi-Minh	332-334

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Nha Trang-1990's. Andrew rides into Nha Trang. There are more tourists here, and Andrew has to stay at a hotel for foreigners. The foreign section of town looks like Waikiki, Hawaii. There are different rates for people depending on their country of origin. Andrew showers in his hotel and rides into the Vietnamese part of town for dinner. He feasts quickly and moves on.
- Andrew meets up with his friend Cuong (Calvin) a Vietnamese tour guide he met at the beginning of his trip in Saigon. The two drink and talk late into the night.
- Their conversation drifts into uncomfortable territory. Each shares his understanding of what it is like to be Vietnamese or Viet-kieu. Andrew says that he does not always feel accepted in America as being fully American. Calvin tells Andrew that Viet-kieu are disliked in Vietnam because when compared to Vietnamese, they make the Vietnamese look inferior. He says Viet-kieu are the lost brothers.
- San Jose, California, Christmas time- 1990s. Andrew and Chi-Minh take a walk together unknowingly sharing the last words each will ever hear from the other. Minh says that he is lonely and going through hard times. At a street corner, they part ways.
- Andrew says that he spends some nights thinking of his sister-turned brother, star fruits and dying angels.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create a cartoon that depicts Andrew as a Vietnamese lost brother.

Second possible activity:**Fill out the Character Profile Chart on each character you wish to analyze**

1. Write the name of the character in the box in the middle of the chart.
2. Think of 4 characteristics, or traits, that the character has. Describe each with a key word or phrase and write it down one of the 4 boxes that surround the name.
3. For each trait, find 2 concrete examples of it in the story. Write each in one of the 2 boxes attached to each trait box. Continue this until you have 2 examples for each of the 4 traits.

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
Event	1	2	3	4	5	6	7	8	9	10

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 323-334)

1. How does Andrew describe Nha Trang?
2. Explain the difference between Vietnamese culture and American culture when it comes to dining out.
3. Explain what Calvin means when he says that Viet-kieu are the lost brothers. Do you think Andrew feels like this in Vietnam? In America? What clues in the book make you think this?

9. Analyze Analyze the key paragraph.

Key Paragraph – 329-330

“The silence tells me we are moving too far into no-man’s-land. One more cigarette. More beer. Tucking the smoke out of his nostrils, he seems to brace himself, gathering force like a wave, building before cresting white. As his beliefs come barreling out, I know the crushing impact of his words will stay with me, for in them I catch a glimpse of myself and the true Cuong, the Cuong that came before and is deeper than the suave Calvin facing me. *‘Vietnamese aren’t ashamed of our own poverty. We’re not ashamed of squatting in mud huts and sleeping on rags. There is no shame in being poor. We were born into it just as Westerners are born white. The Westerners are white as we are yellow. There is already a difference between us. Our poverty is minor in the chasm that already exists. A small detail. The real damning this is the fact that there are Viet-kieu, our own brothers, skin of our skin, blood of our blood, who look better than us, more civilized, more educated, more wealthy, more genteel. Viet-kieu look kingly next to the average Vietnamese. Look at you, look at me. You’re wearing old jeans and I’m wearing a suit, but it’s obvious who...who is superior. Can’t you see? We look like monkeys because you make us look like monkeys just by your existence.’*”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are Andrew. Write a letter to your brother Tien explaining your feelings about being Vietnamese, Vietnamese-American, and Viet-kieu. Tell him about Calvin and your conversation last night. Ask him for advice regarding not being accepted as wholly American or wholly Vietnamese?

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan
Catfish and Mandala, Day 27



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the history of Vietnamese immigration to the United States?

The history of Vietnamese immigration to the United States is relatively recent. Prior to 1975, most Vietnamese residing in the United States were spouses and children of American servicemen in Vietnam. On April 30, 1975, “the fall of Saigon” ended the Vietnam War and prompted the first of two waves of emigration from Vietnam to the United States. Vietnamese who had worked closely with Americans during the Vietnam War feared reprisals by the Communist party. 125,000 Vietnamese citizens departed their native country during the Spring of 1975. They were airlifted or fled Vietnam on U.S. military cargo ships and transferred to United States government bases in Guam,

Thailand, Wake Island, Hawaii and the Philippines, as part of “Operation New Life.” Subsequently, they were transferred to four refugee centers throughout the United States: Camp Pendleton in California, Fort Chaffee in Arkansas, Eglin Air Force Base in Florida, and Fort Indiantown Gap in Pennsylvania. Initially, Vietnamese immigrants were unwelcomed by the general American populous. A poll in 1975 showed a mere 36% of Americans were in favor of Vietnamese immigration. Fortunately, the Ford Administration supported the arrival of Vietnamese immigrants and passed the Indochina Migration and Refugee Act of 1975. This Act established a program of domestic resettlement assistance for refugees who fled from Cambodia and Vietnam. Source: http://www.aifl.org/awards/benefit2005/vietnamese_essay.shtml

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

secondary-337	symbolic-337	unobtrusive-337	exuberant-338	intention-339
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

pp. 335-342

Setting	Characters	Pages
Ca Na, Vietnam, 1990's	Andrew, local children, and an older woman	335-339
Saigon, 1990's	Andrew, Son, and Hung	340-341
In a plane over San Francisco	Andrew and the old man sitting next to him	342

RESPOND

5. Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Vietnam-1990's From Nha Trang, Andrew pedals to Ca-Na. His dysentery has left him. He stays on the beach for three days. He shares sweets and watermelon with the local children and swims with an older lady, not feeling judged or alienated for the first time in a long time.
- Back in Saigon, Andrew's friend and cousin, Son and Hung, throw him a goodbye celebration at a local bar.
- When it is time to go, Hung drives Andrew to the airport on his motorcycle. Son tells Andrew that he will always have him in his heart.

- The plane trip takes 22 hours. It is filled with new immigrants from Vietnam-people who were loyal to America during the war, and who have served more than three years in prison camps.
- As the plane descends into San Francisco, Andrew turns to the old Vietnamese immigrant next to him and says, "Welcome home, brother."

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Theme Charts

Continue the class theme chart of "Living in Two Cultures." After the Vietnam War, many Vietnamese fled to the United States, bringing their language, culture, and trauma from the war into a seemingly strange and different American society. After each chapter, bullet point examples of the challenges Andrew and his family faced living in America. Point out how Andrew was perceived by Americans and how the Vietnamese viewed him when he returned to Vietnam.

Continue the class theme chart on the "Impact of War." Though the Vietnam War had ended, the survivors still suffered the trauma of war. Many were emotionally scarred, living in poverty, and relocated. After each chapter, bullet point examples of how the war impacted Andrew and his family.

Continue the class theme chart on "Fractured Families." Throughout the novel, Andrew depicts the struggles of his family life. After each chapter, bullet point examples of how his father, sister, and extended family members suffer from the overwhelming struggles of the world. With each example discuss healthy ideas on how these family members can cope with their burdens. Discuss how other family members can support each other.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity:

Create an Open Mind Portrait of Andrew sitting on the plane. Use thought bubbles to depict all of the things he must be thinking about. Who will he miss? Who is he anxious to see? What has he learned from this journey? Who must he communicate with immediately? What is the first thing he will want to do in America?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions (pp. 335-342)

1. What happens to Andrew when he reaches Ca Na?
2. What do the children and the old lady help Andrew to realize?
3. Describe Andrew's good-bye party.
4. Who do you think Andrew will miss most?
5. What do you think Andrew learned on this journey?
6. What do you think Andrew means when he says he is going to be a "better American?"

7. Describe the passengers on the plane to America.
8. Why do you think Andrew welcomes home the man next to him on the plane?
9. How do you think Andrew will change his life from this point forward?

9. Analyze Analyze the key paragraph.

Key Paragraph – 338

“No guilt. I realize suddenly, looking into her joy-gushing face. We stand on separate islands, nothing between us except our designs. And the perfection of our intention is enough. We: friends sharing a sea bath. Our Skein of history casts no shade on this moment. I wish at once Tyle were here in my shoes under this sky. Maybe he would understand that his past wrongs can be mended with the totality of his regrets, a pure desire that things might have been different, a wish of wellness for the survivors. Forgiveness is a hollow gift when there is no mountain to move as compensation for the wrongs. For our truths change with time. There is nothing else. No mitigating circumstances and no power to undo sins. No was. Only is. Between us, there is but a thin line of intention.”

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Pretend you are Andrew Pham. You have just written your travelogue, titled *Catfish and Mandala*. Write a letter to the readers of your memoir to be placed on the inside front cover. In it write 2-3 narrative paragraphs that introduce yourself and then explain the context of the tale you have written. Discuss the most important thing you learned on your adventure, and suggest what you hope readers will get out of your memoir. Be sure to revise after your first draft and edit your final copy.

11. Close Close by extending today’s lesson to life and the world.

1. What was the most meaningful part of Andrew’s story?
2. Would you recommend this book to a friend? Why or why not?