

ADVENTURE 8



ADVENTURE OBJECTIVES

- Listens for a specific purpose
- Follows oral and written directions
- Responds to reading experiences in ways that reflect understanding
- Develops vocabulary through meaningful experiences
- Learns new vocabulary by listening, reading, and instruction
- Relates new vocabulary to prior knowledge

MODULE 1

- Identifies cause-and-effect relationships
- Applies and adapts a variety of appropriate strategies to solve problems
- Demonstrates the ability to read at grade level

MODULE 2

- Identifies cause-and-effect relationships
- Sequences events

MODULE 3

- Understands common synonyms and antonyms
- Predicts and verifies outcomes
- Demonstrates the ability to read at grade level

MODULE 4

- Listens to stories and books as models of fluent reading
- Listens to and discusses both familiar and conceptually challenging text
- Applies and adapts a variety of appropriate strategies to solve problems

DESTINATION

Explore the sequence of events that occur in history and in one's life.

ITINERARY

Use problem-solving skills to devise strategies for winning a game.

Understand the Japanese internment camps.

Identify causes and effects.

Sequence events in a person's life.

Identify synonyms of specific words.

Predict logical outcomes based on known facts.

BACKGROUND

Japanese Internment

Following the Japanese attack on Pearl Harbor in December 1941, the United States was gripped by fear. Cities along the Pacific Coast feared another attack, and leaders in California, Oregon, and Washington demanded that residents of Japanese ancestry be removed from their homes along the coast and relocated in isolated inland areas. Consequently, on February 19, 1942, President Roosevelt signed an executive order that resulted in the forcible internment of 120,000 people of Japanese ancestry. More than two-thirds of those interned under the executive order were citizens of the United States and had not shown any disloyalty. Internment camps were scattered all over the interior West, in isolated desert areas of Arizona, California, Utah, Idaho, Colorado, and Wyoming, where Japanese Americans were forced to continue their lives under harsh conditions. In 1944, the order was rescinded, and the last of the camps was closed in March 1946.


Vietnamese Boat People

Many Vietnamese people fled their homeland by boat to escape persecution or even death for their actions during the Vietnam War. The boat people were refugees who escaped across the sea toward Hong Kong, only to be placed in internment camps there. They remained at the camps until they could be placed with family members or a sponsoring organization in the United States or elsewhere. These camps provided food, shelter, clothing, schools, and medical services for the people as they waited to come to the

West or until they were sent back to the home they left. Twenty-five years after the Vietnam War ended, more than 1 million refugees have been resettled, many of them in the United States or Canada.

VOCABULARY

Introduce the vocabulary before you begin the Adventure. Use the words in a context sentence for Voyagers to help them understand. Have Voyagers add the words to the vocabulary logs in the back of the Voyager Adventure Book. Provide multiple exposures to the words throughout the Adventures.

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- evident** (adj) clear and obvious
 - excel** (v) do something very well
 - internment** (adj) characterized by being confined to an area
 - resemble** (v) be like or look like something or someone
 - restitution** (n) payment for damages done
 - suppress** (v) hide or control something

PREPARATION

Each Voyager will need game markers for strategy games in Modules 1 and 4. The markers may be different colored paper clips, colored pieces of paper, and so on.

Read "Terry Grimmesey: What Had We Done?" on pages 205–208 of *We Were There, Too!*

Read Chapters 8–11 of *Goodbye, Vietnam*.



INSTRUCTIONAL MATERIALS

- *We Were There, Too!* books
- Voyager Adventure Books
- *Goodbye, Vietnam* books
- *50 American Heroes Every Kid Should Meet* books
- American Dreamers and Achievers books



TECHNOLOGY CONNECTION

Use an Internet search engine to find more information about internment camps around the world. Remember to always preview Web sites for appropriateness and availability. You can also preview Yahoo! Kids to determine whether it is an appropriate site.



TEACHER'S NOTE

The novel *Goodbye, Vietnam* presents some vocabulary that may be difficult for Voyagers. Preview the chapters, and make note of words you need to preteach. Some possible words for this section may be:

- gruel
- pirates
- preyed
- lured
- scandalized
- Lunar New Year
- morsel
- haughty
- skeptical
- indifferent
- incantations
- vital
- turban
- ritual
- tarpaulin
- entreated
- resented
- aimlessly
- mortality
- commotion

MODULE 1

1. Voyagers will use problem-solving skills to devise strategies for winning a game.
 - A. Many countries have games that resemble tic-tac-toe, such as the game pong hau k'i from China. These games can be fun and require using a strategy to plot a move. Who remembers what a strategy is? (a clever plan for achieving a goal) Chances are good that children in Vietnam play a game similar to the one that you will play with your Pathfinder.
 - B. Distribute the Voyager Adventure Books. Have Voyagers turn to pages 31 and 32, "Pong Hau K'i." With their Pathfinders, Voyagers will play the game, keeping notes on notebook paper about their strategies and moves that were or were not successful. Each Voyager will need two matching game markers.
 - C. After Voyagers have played several games, discuss strategies they used to win. If time permits, allow Voyagers to experiment with one another's strategies.

2. Voyagers will identify causes and effects.
 - A. Identifying causes and effects while reading can help us understand what we have read. Causes and effects are a part of everyday life. For instance, why did you get up early this morning? (to go to school) So, school is the cause and getting up early is the effect. Let's look at some events and determine the possible causes and effects. Write the chart below on the board.

Have Voyagers brainstorm causes or effects for each event. Write Voyagers' answers in the appropriate place on the chart.
 - B. Place Voyagers in their reading groups and distribute one copy of *Goodbye, Vietnam* to each group. Voyagers will read Chapters 8 and 9.
 - C. Distribute the Voyager Adventure Books, and instruct Voyagers to answer the questions on page 33, "A Celebration of Cause."
 - D. As a class, discuss the answers to the questions.

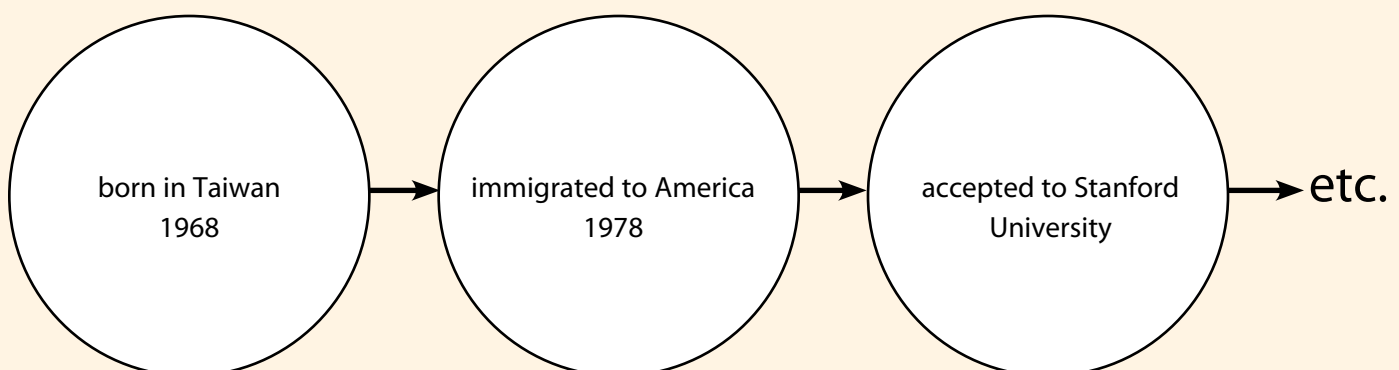
Cause	Event	Effect
	Brushed my teeth	
	Arrived late to school	
	Got bitten by a dog	
	Broke my arm	
	Made a 100 on my quiz	
	Received a zero on my homework	
	Lost my cell phone (had it taken away)	

1. Voyagers will recognize the chain of events in a person's life.
 - A. A chain of events is **evident**, or clear, in the story *Goodbye, Vietnam*. Sometimes chains of events can be causes and effects. Generally, one event triggers another event, and so on, until the end of the story. A person's life also could be seen as a series, or chain, of events. There is a beginning, a middle, and an end.
 - B. Distribute the Voyager Adventure Books. Voyagers will read page 34, "Jerry Yang." Once everyone has completed the reading, map the chain of events in Jerry Yang's life. See the possible chain of events below.
 - C. Jerry Yang and David Filo created the first major search engine for the Internet. As inventors, Yang and Filo changed the way the world does business and acquires information.

ELL

Increase comprehension for English Language Learners by using graphic organizers that illustrate sequence. It is also helpful to teach words and phrases that signal sequence such as the following: *eventually, finally, next, then, following, first, second, third, and subsequently*. Create an ongoing list of sequence words in the classroom as the words are discovered in text.

2. Voyagers will sequence information and events.
 - A. Distribute one copy of *50 American Heroes Every Kid Should Meet* or *American Dreamers and Achievers* books to learning teams. During an earlier lesson, we discussed characteristics that might describe the different types of people in this book and why they do well, or **excel**. Today, learning teams will read some of the entries. Then you will choose two individuals and map out the sequence of events in their lives on notebook paper. You may create a chart as we did earlier, or you may create something different. You might not need all the information that is in the entry. Remember that chains of events are often causes and effects.
 - B. If time permits after Voyagers have completed the activity, have them share the identity of their individuals and the events in the individuals' lives.



MODULE 3

1. Voyagers will identify synonyms of a specific word.
 - A. Write the following list of words on the board:
thought, plan, job, wish.
 - B. **What is a synonym?** (a word that means the same or almost the same as another word)
Read the four words aloud. **Which of these four words is a synonym for the word *strategy*?** (plan)
 - C. **When Mai and her family escaped from their village, their father had a strategy, or plan, about where to go and how to escape from Vietnam. Have you read anything in the novel to suggest that he has a plan for when they arrive in Hong Kong?** (No, but his actions indicate that he has planned more than Mai knows—getting food, getting to the boat, and getting his family on the boat.) **Because we know about the past behavior of Mai’s father, we can predict his future actions. We support our predictions based on what we know so far.**
2. Voyagers will predict logical outcomes based on known facts.
 - A. **Predicting is one technique that we can use to help us understand and recall what we read. What does *prediction* mean?** (Prediction means to foretell or guess about a future action based on what we already know.)
 - B. Read the following aloud: *Trey was very hungry, so he stopped at the store on the way to school and bought himself an apple.*
Based on what you know from this sentence, can you predict what Trey will do with that apple? (eat it) **What clues in the text help you make this prediction?** (He was very hungry.)
 - C. Place Voyagers in six groups and distribute the Voyager Adventure Books. Give each group one copy of *Goodbye, Vietnam*. Voyagers will read Chapter 10 and answer the questions on page 35, “The Endless Sea,” in their Voyager Adventure Books.
 - D. After Voyagers have completed the activities, have volunteers share their predictions about what happens in the next chapter. **The title of the next chapter is “The Silver City.” What could you predict from that title?** (The refugees arrive in Hong Kong.) **How do you think Mai’s grandmother will like being there? How might she react?** (Answers will vary. She will not like it and might be scared of the buildings and modern things in the city.)
 - E. Have Voyagers read Chapter 11 to see if their predictions are accurate. Discuss the events that take place in that chapter.

1. Voyagers will determine whether there is a need for internment camps.
 - A. **When Mai’s family arrived in Hong Kong, they were immediately arrested and placed in an internment camp. What is an internment camp?** (An internment camp is a place, almost like a jail, where people are kept usually for political reasons.) **These camps helped the people of Hong Kong organize the boatloads of people who were fleeing Vietnam, Thailand, and Cambodia. The people were given a place to stay, food, clothing, and shelter. Officials searched for relatives of refugees in many countries, including the United States. During World War II, the United States created internment camps for the Japanese and Japanese Americans who were living in the United States. However, these camps were created not to help the Japanese, but to suppress, or control, them in case they were spies or otherwise dangerous to our nation’s security.**
 - B. Read “Terry Grimmesey: What Had We Done?” on pages 205–208 of *We Were There, Too!* Discuss Terry’s experiences and how she felt during this time. **Why were the internment camps used?** (They were used to control the Japanese in this country because many feared they might be spies.) **We were also at war with the Germans, and we learned in our *Immigration* magazine that more people in America claim German ancestry than that of any other nation. So why weren’t the Germans interned?** (It is more difficult to tell them from other nationalities; Germany didn’t attack the U.S. homeland like Japan did.) **Why is it important that Mai’s family be kept in an internment camp?** (The camps helped the Hong Kong officials keep the refugees in one place.) **Is there a difference between the camps?** (Answers will vary.)
 - C. **In the case of the Hong Kong internment camps, the refugees were arriving illegally. However, the officials could not turn the people away if there was a chance that the people had relatives in the United States or Canada. The U.S. internment camps for the Japanese during World War II were created to imprison citizens of the United States of Japanese ancestry and the Japanese who were not yet citizens. The government has acknowledged that the rights of innocent people were violated. Restitution, or payment for damages done, was made to thousands of interned Japanese Americans who had lost their property and their jobs. However, many others are still in court trying to recover their homes and land.**
2. Voyagers will use problem-solving skills to create strategies for winning a game.
 - A. Distribute the Voyager Adventure Books. Refer Voyagers to pages 36 and 37.
 - B. With their Pathfinders, Voyagers will play both games. **Today you will have an opportunity to play two games that resemble the one you played earlier in the Adventure. Both games require a strategy to win.**
 - C. At the conclusion of the activity, discuss the strategies Voyagers used.