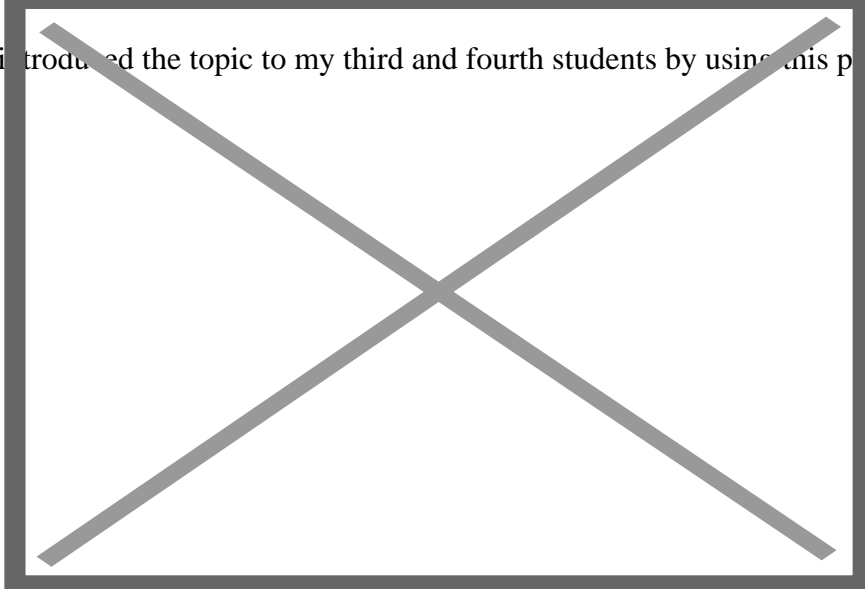


ALBUM [50 YEARS AFTER THE FALL OF SAIGON](#)

Album Description

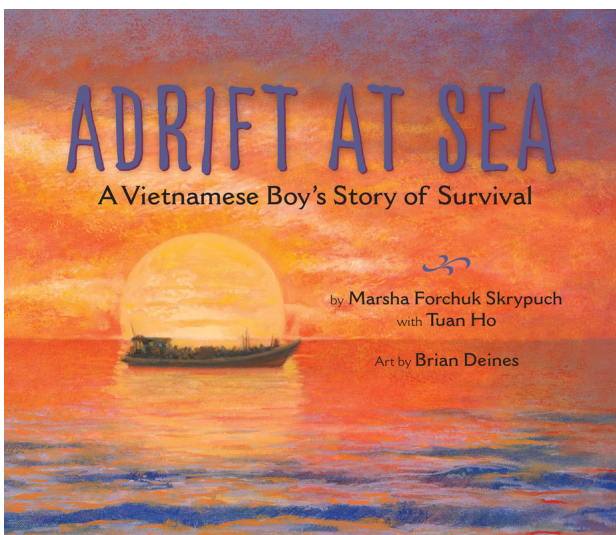
Our [Historic New Orleans Collection](#) recently opened an exhibit, "Making It Home: from Vietnam to New Orleans in remembrance of the 50 year anniversary of the Fall of Saigon (on April 30, 1975).

I introduced the topic to my third and fourth students by using this photograph.



Vietnamese refugees traveling by bus from Fort Chaffee, Arkansas, to New Orleans on December 16, 1975.

We used the LOC's Observe, Reflect, and Question method, and, after they learned more about the photos, I was really touched that several students commented that many of the people in the photo were "happy...because even though they were leaving their home, they were together and knew they were going to somewhere safe." I also paired this lesson with the nonfiction picture book, *Adrift at Sea: A Vietnamese Boy's Story of Survival* by Marsha Forchuk Skrypuch with Tuan Ho.



The HNOC also sponsored an essay contest that focused on forced migrations—past, present, or imagined. Students were asked to focus on their own family stories, current events, and/or historical knowledge. One of my students wrote a really touching piece about her family. [She received Honorable Mention in the 3rd-](#)



[5th grade category](#). You can read the other winning essays [here](#).

Inspired by the HNOC and *Making It Home*, I wanted to start an album about the Vietnamese in New Orleans.



PBS DOCUMENTARY MARY QUEEN OF VIETNAM: A LIVELY LOOK AT THE VIETNAMESE COMMUNITY IN EASTERN NEW ORLEANS.

Teaching Notes:





VIET CHRONICLE ORAL HISTORY PROJECT

Teaching Notes:

Choose one of the oral histories. Listen.

What would it be like to have to leave your home?

What would you bring with you?





NEW ORLEANS, JUNE 28, 1980

Teaching Notes:



[Soline Holmes](#) -your student shared a beautiful and inspiring immigration story. Thank you for reminding us that as we commemorate this historic moment in history, it's important to encourage students to collect these stories about their families' histories and the reasons behind their journeys to this country of immigrants.

Teaching Notes:

 [Soline Holmes](#), I so admire the way you always incorporate children's books into your study of local, national, and international topics. In this case, you also added an opportunity for writing personal accounts through the Historic New Orleans Collection's essay contest. What a poignant essay by your student and a good reminder about collecting personal stories, as  [Cheryl Davis](#) pointed out in her comment.

Through experiences like these, do your students start to believe that they can be writers (or illustrators) with stories to tell one day? I know my daughter won an art award for a papier maché elephant she created in 2nd grade, and from that day on, she believed she could be an artist! And still is, by the way.

I am quite curious about the [document](#) in your album written by a Vietnamese refugee only two months after his arrival in Louisiana. I see that the Defense Intelligence Agency was the originator of the document, which appears to be a part of the accounting for missing Americans still in Vietnam after the war had ended. One of the keywords listed that caught my attention is *live sighting*. The page includes some interesting "More items like this" links at the bottom, followed by resources from the [Vietnam-Era Prisoner-of-War/Missing-in-Action Database](#). I didn't know this database existed at the Library of Congress, but I learned from the collection description that it's there because of a defense bill called the "McCain Bill" and is still updated quarterly:

"Title X of the National Defense Authorization Act for Fiscal Years 1992 and 1993, commonly referred to as the 'McCain Bill,' required the Secretary of Defense to make information related to the treatment, location, or condition of U.S. personnel who are unaccounted for from the Vietnam War available to the public in a 'library-like location within a facility within the national capital region for public review and photocopying.' A research entity within the Library, the Federal Research Division (FRD), was selected for this task."

[McCain Bill](#) [Missing-in-Action](#) [Prisoner-of-War](#)