

“Voices of Vietnam” Lesson Plan

Episode 4, Part 2 -- Little Saigon

3 CENTRAL HISTORICAL QUESTIONS:

- How did Vietnamese refugees resettle their lives in America after the Vietnam War?
- What are the differences in how Vietnamese refugees and their children have assimilated into American culture?
- How are the children of Vietnamese refugees approaching their families' past?

Content Knowledge:

Virginia Standards of Learning -- Curriculum Frameworks (2015)

-World History II (10th Grade) - Standard WHII.12c

([Link to WHII Curriculum Framework](#))

-Virginia & U.S. History (11th Grade) - Standards VUS.12c, VUS.12d

([Link to VUS Curriculum Framework](#))

Materials:

- Recording of Episode 4, Part 2: www.withgoodreasonradio.org/vietnam
- Speakers to amplify recordings for class listening session, if needed
- Student Handouts -- Inquiry Guide & related graphic organizers

Expected length: Three or more 40-minute class meetings, depending whether you make this a group or individual assignment

Teacher plan for instruction:

- 1) Decide if you want to make this an individual or group activity, or some combination of the two. If you choose “group”, assign each group a different supporting question. When work on the supporting question tasks is complete, each group will have members assigned as “presenters” who will present their findings. Those not presenting must fill out a “listening guide” to record info (not included).
- 2) Instruct students to listen to each source recording and complete the formative tasks, as the IDM blueprint describes. Graphic organizers are provided, if you see the need.
- 3) With the whole class, read and seek clarifying questions on the Summative Performance Tasks: the argument, the extension (you can offer as extra credit or as a substitute for the argument piece), and the “taking informed action” tasks. Circulate as students work to provide one-on-one help with analysis skills and how to fill out graphic organizers and how to create your video message.

Suggested video platforms / software: FlipGrid, Screencastify

****NOTE ON HOW TO USE: Link in each TASK section will take you to Google Doc version of graphic organizer. Revise or adapt to fit your needs. To revise and edit Google Doc, click “File” and then “Make a Copy”. Relabel and refile as you wish. A copy of all organizers can also be found at the end of the lesson plan.***

Inquiry Design Model (IDM) Blueprint™ (Click [here](#) for clarifications of each piece)

Compelling Question	How do refugees develop their identity in a new country?		
Standards and Practices	VUS.1a - synthesizing evidence from artifacts and primary and secondary sources to obtain information VUS.1d - constructing arguments, using evidence from multiple sources; VUS.1j - investigating and researching to develop products		
Staging the Question	In partners, small groups, or individually (teacher option) - Students will examine the differences between an immigrant, migrant, refugee, and asylum seeker. First, hand out this graphic organizer . Then, have students use this online article to record the similarities and differences. Lastly, ask students to share out their ideas and make a class list on the board. A copy of the organizer is at the end of this lesson plan and is labelled “Staging the Question Organizer”.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
How did Vietnamese refugees resettle their lives in America after the Vietnam War?	What are the differences in how Vietnamese refugees and their children have assimilated into American culture?	How are the children of Vietnamese refugees approaching their families’ past?	
Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3	
COST / BENEFIT ANALYSIS: Use each source clip to complete a cost/benefit analysis chart. Afterward, answer the summary question that relates to all 3 clips. - Link to graphic organizer. A copy of this is at the end of this lesson plan and is labelled “Task 1 Organizer”.	COMPARE & CONTRAST: Use each source clip to compare and contrast how the Vietnamese refugees and their children have assimilated into American culture. Afterward, answer the summary question. - Link to graphic organizer. A copy of this is at the end of this lesson plan and is labelled “Task 2 Organizer”.	MAIN IDEA & SUPPORTS: For each clip, write a 1-sentence main idea. Then, write 2 supporting details or examples that support the main idea. - Link to graphic organizer. A copy of this is at the end of this lesson plan and is labelled “Task 3 Organizer”.	
Featured Sources 1	Featured Sources 2	Featured Sources 3	
Source A: WGR clip - Speakers: Phuong Nguyen, son of Vietnamese refugees and university professor; Twee Dinh, Vietnamese refugee - Start: 0:03 ; End: 2:58 Source B: WGR clip - Speakers: Thanh Tan, daughter of Vietnamese refugees; Phuong Nguyen, son of Vietnamese refugees and university professor; - Start: 2:59 ; End: 4:22 Source C: WGR clip - Speakers: Twee Dinh, Vietnamese refugee; Lieu Nguyen, Vietnamese refugee; Twa Doh, Vietnamese refugee - Start: 4:23 ; End: 7:04	Source A: WGR clip - Speakers: Phu Do Nguyen, Vietnamese refugee; Thanh Tan, daughter of Vietnamese refugees - Start: 7:04 ; End: 9:19 Source B: WGR clip - Speakers: Phuong Nguyen, son of Vietnamese refugees and university professor; Thanh Tan, daughter of Vietnamese refugees - Start: 9:20 ; End: 11:38 Source C: WGR clip - Speakers: Phu Do Nguyen, Vietnamese refugee; Phuong Nguyen, son of Vietnamese refugees and university professor; Thanh Tan, daughter of Vietnamese refugees - Start: 11:39 ; End: 15:55	Source A: WGR clip - Speaker: Kim Delevett, Vietnamese refugee - Start: 15:56 ; End: 20:22 Source B: WGR clip - Speaker: Phuong Nguyen, son of Vietnamese refugees and university professor - Start: 20:23 ; End: 21:06 Source C: WGR clip - Speaker: Thanh Tan, daughter of Vietnamese refugees - Start: 21:06 ; End: 22:18	

Summative Performance Task	Argument	<p>How do refugees develop their identity in a new country?</p> <p>Construct an argument (e.g., detailed outline, poster, essay) that examines how Vietnamese refugees have resettled their lives in America after the Vietnam War. How much of the culture of their homeland have they kept, and how much have they blended into American culture? Is blending a good thing for them? Use specific claims and relevant evidence from the sources provided, while also acknowledging competing views. You can organize your answer using this graphic organizer. A copy of this is at the end of this lesson plan and is labelled "Evidence Chart".</p>
	Extension	<p>A CLASS DEBATE:</p> <p>Use the Philosophical Chairs strategy to structure a class debate. Students must decide if they agree or disagree with the following statement: "If refugees blend into the dominant culture of their new country, they will lose their cultural traditions." First, students spend 5 minutes writing down whether they agree or disagree. Then, they must choose a side of the room and take turns supporting their stance.</p>
Taking Informed Action	<p>How can refugees effectively assimilate into another country's culture?</p> <p>Understand - Identify and research a current refugee group that is in the news. Find 2 relevant articles or other media about this group. Then, find 2 relevant articles or other media that talk about the lessons that Vietnamese refugees have learned from their resettlement in America. Use this graphic organizer. A copy of this is at the end of this lesson plan and is labelled "Taking Informed Action Organizer 1".</p> <p>Assess - Identify 3 recommendations that you would make to the refugee group that you researched, using the lessons learned from the Vietnamese refugees. Use this graphic organizer to help, if you'd like. A copy of this is at the end of this lesson plan and is labelled "Taking Informed Action Organizer 2".</p> <p>Act - Create a 1-minute video message to the refugee group that you've researched. You must mention your 3 recommendations, and your message must be clearly stated and hook the viewer with interesting facts and stories. Use this graphic organizer, if you'd like. A copy of this is at the end of this lesson plan and is labelled "Taking Informed Action Organizer 3".</p>	

“Staging the Question” Organizer

DIRECTIONS: Fill out the chart using information from [this article](#). Write a definition for each word. Then, research to find an example of a cultural group in the world today that fits each definition.

refugee	asylum seeker	immigrant	migrant
DEFINITION:	DEFINITION:	DEFINITION:	DEFINITION:
EXAMPLE IN WORLD TODAY:			

SUMMARY QUESTION

What do all of these groups have in common?

Use at least 2 sentences to explain your answer.

Task 1 Organizer for cost/benefit analysis chart

DIRECTIONS: Use each source clip to complete a cost/benefit analysis chart. Afterward, answer the summary question that relates to all 3 clips.

<u>COSTS TO SETTLING IN U.S.</u>	<u>BENEFITS TO SETTLING IN U.S.</u>
-Cost from Source A:	-Benefit from Source A:
-Cost from Source B:	-Benefit from Source B:
-Cost from Source C:	-Benefit from Source C:

SUMMARY QUESTION

Were the benefits of settling in the U.S. for the Vietnamese refugees worth the costs, in your opinion? Use at least 3 sentences to explain your answer.

Task 2 Organizer for MAIN IDEA & SUPPORTS

DIRECTIONS: Use each source clip to compare & contrast how the Vietnamese refugees and their children have assimilated into American culture. Afterward, answer the summary question.

How Vietnamese refugees have assimilated	How children of Vietnamese refugees have assimilated	Similarities among the two groups
Source A:	Source A:	Source A:
Source B:	Source B:	Source B:
Source C:	Source C:	Source C:

SUMMARY QUESTION

Who has had an easier time assimilating to American culture? Use at least 3 sentences to explain your opinion.

Task 3 Organizer for MAIN IDEA & SUPPORTS

DIRECTIONS: For each clip, write a 1-sentence main idea. Then, write 2 supporting details or examples that support the main idea.

SOURCE A CLIP

MAIN IDEA SENTENCE:

SUPPORTING DETAIL / EXAMPLE #1:

SUPPORTING DETAIL / EXAMPLE #2:

SOURCE B CLIP

MAIN IDEA SENTENCE:

SUPPORTING DETAIL / EXAMPLE #1:

SUPPORTING DETAIL / EXAMPLE #2:

SOURCE C CLIP

MAIN IDEA SENTENCE:

SUPPORTING DETAIL / EXAMPLE #1:

SUPPORTING DETAIL / EXAMPLE #2:

Evidence Chart

Initial Claim	
What is your opening claim? This claim should appear in the opening section of your argument. Make sure to cite your sources.	
Evidence	
What evidence do you have from the sources you investigated to support your initial claim? Make sure to cite your sources.	

Additional Claims	
What are some additional claims you can make that extend your initial one? Make sure to cite your sources.	
Additional Evidence	
What additional evidence do you have from the sources you investigated that support your additional claims? Make sure to cite your sources.	

Double Check

What ideas from the sources contradict your claims? Have you forgotten anything? Make sure to cite your sources.

Pulling It Together

What is your overall understanding of the compelling question? This should be included in your conclusion. Make sure to cite your sources.

STUDENT HANDOUT - Ep.4, Pt.2

“Taking Informed Action” Organizer 1 - understand

Name of refugee group you are researching:

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Profile

-WHERE IS THIS GROUP FROM?:

-WHY IS THIS GROUP LEAVING ITS COUNTRY?:

-WHERE IS THIS GROUP RESETTLING AND WHY?:

-IS THE GROUP HAVING AN EASY TIME ASSIMILATING? EXPLAIN:

2 sources used to research current war (use MLA format)

1)

2)

Vietnam Refugee Profile #1

-WHEN DID THEY LEAVE VIETNAM?:

-WHERE IN AMERICA DID THEY SETTLE?:

-DID THEY HAVE AN EASY TIME ASSIMILATING TO AMERICAN CULTURE? EXPLAIN:

-WHAT LESSONS WERE LEARNED FROM THEIR RESETTLEMENT?:

Source used to research this past war (use MLA format)

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Vietnam Refugee Profile #2

-WHEN DID THEY LEAVE VIETNAM?:

-WHERE IN AMERICA DID THEY SETTLE?:

-DID THEY HAVE AN EASY TIME ASSIMILATING TO AMERICAN CULTURE? EXPLAIN:

-WHAT LESSONS WERE LEARNED FROM THEIR RESETTLEMENT?:

Source used to research this past war (use MLA format)

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STUDENT HANDOUT - Ep.4, Pt.2

“Taking Informed Action” Organizer 2 - assess step

NAME OF REFUGEE GROUP: _____.

3 RECOMMENDATIONS FOR EFFECTIVE ASSIMILATION:

-RECOMMENDATION #1:

WHY THIS IS A GOOD IDEA:

-RECOMMENDATION #2:

WHY THIS IS A GOOD IDEA:

-RECOMMENDATION #3:

WHY THIS IS A GOOD IDEA:

2 SOURCES USED TO RESEARCH PAST WARS (use MLA format)

1)

2)

STUDENT HANDOUT - Ep.4, Pt.2

“Taking Informed Action” Organizer 3 - act step

SCRIPT STRUCTURE FOR 1-MINUTE VIDEO MESSAGE

What you must include:

- 3 recommendations to refugee groups and explanations as to why they will work
- clear, engaging language

HOOK:

3 RECOMMENDATIONS:

CONCLUSION: