Ancient Vietnam

Explore the art, culture and society of ancient cultures in Vietnam

## Goals & Objectives

By the end of the lesson, students will understand the ancient cultures of Vietnam. Students will be able to identify artifacts from the Dong Son culture and decipher the meaning and use of these objects.

## California State Content and Common Core Standards

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

### Lesson Introduction

*Communication Strategy (Storytelling)* - The teacher will stage a dramatic reading of the creation story of the Vietnamese people. A the teacher progresses through the story they will ask the students to predict what happens next. At the end of the story, the teacher will engage students in a brief discussion of the purpose of creation myths and ask the students to think why almost every culture has such a story.

### Vocabulary

Vocabulary development will be addressed within the body of the lesson. Students will be analyzing artifacts and the vocabulary terms will be introduced when the assignment is given.  Students will use the vocabulary terms extensively within the assignment and w. The key terms for the lesson include:

* archaeology
* anthropology
* philosophy
* geography
* hereditary succession
* progenitor

### Content Delivery

*Presentation Strategy (Lecture)* - Students will access new content through an interactive lecture followed by a group activity. The teacher will provide a lecture on the bronze age (Dong Son culture, etc.) of Vietnam.

### Student Engagement

*Communication Strategies* - During the lecture, students will be placed into groups of 3-4 students and given the task to analyze artifacts and readings of the ancient civilizations.  
  
Students will be assigned specific roles within the group (**archaeologist, anthropologist, philosopher, geographer**) and will be asked to look at each piece of information/evidence through the lens of that discipline. Not all disciplines will apply or be relevant to each piece of information (students need to come to that determination). Students can change roles with each new artifact. To help students understand their roles, have them study these websites prior to the activity.  
[What does an archaeologist do?](http://www.nps.gov/efmo/forteachers/so-what-does-an-archeologist-do.htm)  
[What does an anthropologist do?](http://anthro.fullerton.edu/anthropologists.htm)  
[What does a geographer do?](http://www.aag.org/cs/jobs_and_careers/what_geographers_do/overview)  
  
After students have read and analyzed each piece of information, they will discuss with their group how a researcher in their discipline would explain the information. The group will collectively complete an artifact analysis sheet for each piece of evidence noting the contributions of the different disciplines.

### Lesson Closure

*Communication Strategy (Whip Around)* - At the end of class, students will share one piece of new information they learned in the lesson. Once a student gives their response, the student next to them must immediately give their response until everyone on the class has shared.

### Assessment

*Entry-Level* - At the beginning of the lesson, the teacher will engage students in a discussion of the purpose of creation stories within cultures.   
  
*Formative* - During the lesson, the teacher will check in on each group to assess their understanding of the artifacts under analysis.   
  
*Summative* - At the end of the lesson, the teacher will grade student written analysis of artifacts and documents.