Immigrants & Refugees: The Vietnamese American Experience

## Goals & Objectives

By the end of the lesson, students will understand the Vietnamese refugee experience by exploring and summarizing oral histories of those who fled Vietnam.

## California State Content and Common Core Standards

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

### Vocabulary

Key terms will be taught during the lesson. Students will identify key terms that are unique to their project and will define and use them in the final product. Sample key terms include:

* refugee
* immigrant
* boat people
* Cao Dai
* diaspora

### Lesson Introduction

*Communication Strategy (choose your way)* - The teacher will present a scenario to the students asking them what they would do if they had the opportunity to escape a totalitarian regime but had to leave behind everything they owned, family members, and risk possible starvation, drowning or severe illness. What would they do? A lively discussion should ensue.

### Content Delivery

*Presentation Strategy (video)* - Student will access new content through viewing videos about the Fall of Saigon and the Boat People of Vietnam.

### Student Engagement

*Collection and Communication Strategies (oral history project)* - Students will listen to oral histories of Vietnamese refugees. After they have listened to four different accounts, they will choose one to summarize and expand upon. Based on the oral history account they chose, students will write a journal entry from the perspective of the refugee discussing one critical event that happened to them. Then, the student will further investigate one thing the refugees spoke of in the oral history. For example, in the account below of Trinh Doan, she mentions the bombing of Da Nang harbor, so the student may choose to learn more about D Nang harbor and expand on Da Nang harbor in the journal entry.  
  
Students will search for oral histories at the [Vietnamese American Oral History Project](http://ucispace.lib.uci.edu/handle/10575/1614) at UCI which houses digital recordings of the experiences of many Vietnamese refugees and immigrants.

### Lesson Closure

*Communication Strategy (pair-share)* - In pairs, students will share the refugee/immigrant experience of the oral history to which they listened. On an exit card, students will write down one event or fact about the refugee experience they learned.

### Assessment

*Entry-Level* - At the beginning of the lesson, the teacher will access prior knowledge by asking students to decide what they would do if faced with the choice of leaving their homeland under less than ideal circumstances.

*Formative* - During the lesson, the teacher will roam the room and ask students questions about the oral histories which they are exploring.

*Summative* - At the end of the lesson, the teacher will read and grade the student reports on the Vietnamese refugee and immigrant experience.