

# RESETTLING IN WASHINGTON

What can the experiences of displaced people teach us about community, resilience, and humanity?



## MODULE 1

Why were Vietnamese people displaced in the 1970s?



## MODULE 2

What can we learn from refugees, past and present, about their experiences of resettling in Washington?



## MODULE 3

How can we use podcasting to stand in solidarity with displaced people?

### FINAL PRODUCT:

In teams, students create a podcast that explores our collective responsibility to stand in solidarity with people facing displacement and resettlement.

Dear Educator,

We understand the joy every teacher experiences when they discover what lights up a student, and how that breakthrough can make way for a powerful shift in student learning. We're thrilled to partner with you in bringing project-based learning (PBL) to your classroom, and we think you'll love these lessons, which were created in collaboration with educators, learning scientists, and experts in the field.

Whether this is your first voyage into PBL or you're a seasoned pro, we're sure you'll agree that this approach sparks interest, ignites possibility, fuels a love for learning in students, and brings wonder to the classroom.

We believe Open Educational Resources (OER) promote equitable access to standards-aligned, high-quality instructional materials for all educators to adapt and use. Contact us at [info@educurious.org](mailto:info@educurious.org) to learn more about how Educurious can support district or school adoption of this curriculum and the development of PBL teaching practices. Explore [Educurious.org](https://educurious.org) to discover other PBL courses and order printed materials.

As you join your students on this learning journey, we'd love to hear from you. We want to experience your students' curiosity, celebrate their projects, and hear about your successes, as well as what we can do better. [Click here to share your thoughts](#). Thank you for taking us along on your adventure.

Onward!

Your friends at Educurious

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# Unit Credits & Acknowledgments

## Resettling in Washington

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### Unit Credits & Acknowledgments

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# Unit at a Glance

3 weeks (15 hours)



## Driving Question:

What can the experiences of displaced people teach us about community, resilience, and humanity?

[Engagement with an authentic, local problem provides a need to know.]

### **Module 1: People in Vietnam**

DQ: Why were Vietnamese people displaced in the 1970s?

#### **Lesson 1.1:**

Seeing Ourselves and Others  
(55 min)

#### **Lesson 1.2:**

What's in a Name?  
(80 min)

#### **Lesson 1.3:**

Vietnam Before the Fall of Saigon  
(80 min)

#### **Lesson 1.4:**

Fleeing War, Looking for Refuge  
(80 min)

[Relevant knowledge is explored and applied to the problem.]

### **Module 2: Resettlement in the U.S.**

DQ: What can we learn from refugees, past and present, about their experiences of resettling in Washington?

#### **Lesson 2.1:**

Solidarity & Support  
(75 min)

#### **Lesson 2.2:**

Resettlement Histories  
(100 min)

#### **Lesson 2.3:**

Research Your Podcast  
(80 min)

[Understanding deepens as students apply learning to new contexts.]

### **Module 3: Standing in Solidarity**

DQ: How can we use podcasting to stand in solidarity with displaced people?

#### **Lesson 3.1:**

Script Your Podcast  
(60 min)

#### **Lesson 3.2:**

Practice & Revise Your Podcast  
(70 min)

#### **Lesson 3.3:**

Record Your Podcast  
(140 min)

#### **Lesson 3.4:**

Community Discussion  
(60 min)

[PBL product—a complex performance task that illustrates student's ability to apply skills, concepts and knowledge learned in the unit]

**In teams, students create a podcast that explores our collective responsibility to stand in solidarity with people facing displacement and resettlement.**

# Unit Standards

## Resettling in Washington



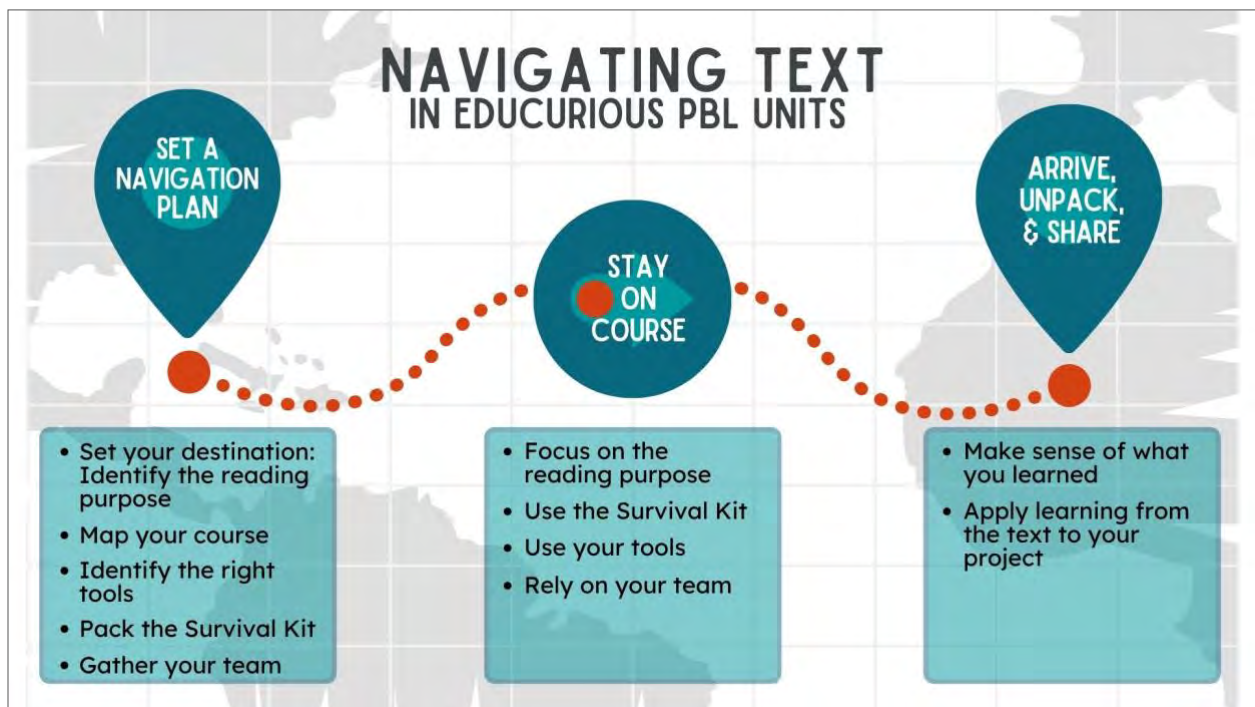
Washington State Social Studies Standards
Access the Washington state social studies standards <a href="#">here</a> .
<b>Social Studies Skills</b>
<p><b>SSS1.6-8.1:</b> Analyze positions and evidence supporting an issue or an event.</p> <p><b>SSS1.6-8.2:</b> Evaluate the logic of reasons for a position on an issue or event.</p> <p><b>SSS2.6-8.1:</b> Create and use research questions to guide inquiry on an issue or event.</p> <p><b>SSS2.6-8.2:</b> Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.</p> <p><b>SSS3.6-8.1:</b> Engage in discussion, analyzing multiple viewpoints on public issues.</p> <p><b>SSS4.6-8.1:</b> Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</p> <p><b>SSS4.6-8.2:</b> Use appropriate format to cite sources within an essay, presentation, and reference page.</p>
<b>Civics</b>
<p><b>C3.6-8.2:</b> Analyze how international agreements have affected Washington state.</p> <p><b>C4.6-8.3:</b> Employ strategies for civic involvement that address a state or local issue.</p>
<b>Economics</b>
n/a
<b>Geography</b>
<p><b>G1.6-8.4:</b> Explain how human spatial patterns have emerged from natural processes and human activities.</p> <p><b>G2.6-8.4:</b> Explain the role of immigration in shaping societies in the past or present.</p> <p><b>G2.6-8.5:</b> Explain examples of cultural diffusion in the world from the past or present.</p>
<b>History</b>
<p><b>H2.6-8.3:</b> Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.</p> <p><b>H4.6-8.2:</b> Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.</p>

Common Core State Standards
<b>Reading: Grades 6–12 Literacy in History/Social Studies, Science, &amp; Technical Subjects</b>
<p><b>CCSS.ELA-LITERACY.RH.6-8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<b>Writing: Grades 6–12 Literacy in History/Social Studies, Science, &amp; Technical Subjects</b>
n/a
<b>Speaking and Listening</b>
<p><b>CCSS.ELA-LITERACY.SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

# Literacy Framework

The Educurious project-based learning curriculum is intentionally designed to support the development of strong literacy skills. Our approach is informed by research that argues for purposeful integration of subject-matter content and literacy.<sup>1</sup> The curriculum prioritizes reading for clear project-related purposes and helps students think strategically about how to engage with text productively. In other words, readers are positioned to know where they are going and ensure they have a good set of strategies to navigate through challenging text within the context of a project.

For this reason, the *Navigating Text* process is couched in a metaphor of wayfinding (more details on this later). Just as a traveler prepares to depart with a specific destination in mind, good readers formulate plans to read, purposefully navigate through text, and apply what they have learned.



## Meeting the needs of a range of readers

Students bring rich and diverse background knowledge, interest levels, and comprehension skills to complex, subject-specific texts. We advocate using real-world texts, such as articles, books, websites, and historical sources, whenever possible. Real-world texts support the underlying goal of project-based learning by providing ways for students to engage in meaningful and relevant learning. To support the use of complex (and often online) texts, the following is designed to support a wide range of readers:

- **Intentional schema development:** Students build background knowledge by engaging with images, videos, and other visual resources *before* reading texts.<sup>2</sup> This gives students an opportunity to develop interest and knowledge that will support text comprehension.
- **Clear reading purpose:** When students are provided with a clear reading purpose, they can focus more effectively because they know what to read for and can avoid becoming distracted by trying to understand everything in a text.<sup>3</sup>
- **Clear application and use of text:** In Educurious curricula, texts are never assigned simply to develop background knowledge. All readings directly support the knowledge, skills, or

# Literacy Framework

perspectives required for students to engage in the project. This helps students understand that they are being asked to read for specific reasons, and know they will be held accountable for applying what they read to their project work.<sup>4</sup> Students are more motivated to use text-based sources when teachers ensure the same information isn't provided in other forms, such as through lectures or videos.

- **A structured reading experience:** A routine like *Navigating Text* supports student comprehension of texts before, during, and after reading.<sup>5</sup> Teachers begin by teaching this routine, modeling its steps, and continually assessing students' skills and comprehension. As students develop reading stamina and facility for each component of the routine, teachers begin releasing responsibility to the students. Ultimately, the goal is to develop strong, independent readers who can identify their reading purpose and tackle complex texts to meet their objectives.
- **Integrated reading strategies:** Instead of being taught reading strategies in isolation, students are prepared to deploy strategies depending on the task at hand.<sup>6</sup> For example, if students get lost or confused while reading, they will be able to choose appropriate "fix-up" strategies such as rereading, refocusing on the purpose for reading, or stopping to ask questions of the teacher, a peer, or the text. The type of strategy should match the disciplinary demands of a text; in a social studies reading, students might identify the time period and perspective of the author to evaluate a primary source. In a biology class, however, readers may need to compare evidence for competing hypotheses in two scientific articles. To learn more about embedding strategies in meaningful content reading, see these two articles about [the importance of reading complex, grade-level texts](#) and [strategies that support deep digital reading](#).
- **Varied levels within text sets:** When students rotate through stations or engage in jigsaw research, it is important to provide multiple resources about a particular topic at different levels of complexity. This allows students to build deeper understanding as they explore at an appropriate instructional level<sup>7</sup> and still genuinely contribute to a group or project task.
- **Scaffolded access to complex, authentic texts:** Teachers know their students best. When text is highly complex, teachers are encouraged to draw on the following strategies and supports to best meet their students' needs.<sup>8</sup> Teachers may choose to group students together based on their support needs, or select one of the following approaches for the entire class.
  - **Teacher read-aloud:** Teachers read and model sensemaking for the whole class or specific groups.<sup>9</sup>
  - **Partner reading:** Students read aloud with a partner as they tackle small sections, or "[chunk the text](#)," and discuss in a supportive, stamina-building context.<sup>10</sup>
  - **Recorded texts:** Teachers can provide students who benefit from repeated, independent access to complex texts with a recorded version to accompany the text. This preserves text complexity while also building vocabulary and supporting comprehension for lower reading levels and/or language acquisition.<sup>11</sup>
  - **Alternative texts:** Real issues in the news are often presented differently for different audiences. When possible, we identify multiple sources that may be a better fit for lower reading levels.

**A note on leveled reading:** Leveled reading can be an appropriate strategy for supporting individual needs, particularly for developing independent reading skills. When using a variety of real-world sources, however, leveling becomes more difficult and potentially inequitable, as it prioritizes matching

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the reader to a level rather than prioritizing support for complex text. In project-based learning, we prefer to *amplify* rather than *simplify*.<sup>12</sup> See this [article about teaching with leveled texts](#) for a more in-depth explanation of how students may be underserved by an overreliance on leveled texts.

To bring all of this together, we've developed a process for introducing and working with texts in project-based learning that we call *Navigating Text*. The approach is a routine that students and teachers learn together and practice with intention until students can navigate text independently. However, it is important for teachers to recognize that students will continue to need support when faced with new genres, reading goals, or concepts.

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## Navigating Text Like a Wayfinder: Supporting Disciplinary Literacy in PBL

We use the metaphor of *wayfinding* to show how students learning from text are like voyagers finding their way through the world. Wayfinding has its deepest roots in ancient Indigenous ways of navigation,<sup>13</sup> such as the Polynesian practice of open ocean voyaging portrayed in the Disney film *Moana*.<sup>14</sup> Today, many of us must navigate through complicated urban settings, such as campuses and public transportation systems. There are even architects who specialize in wayfinding—they design ways to help people find their way through these environments.<sup>15</sup> Wayfinding represents the creative problem-solving of humans as they journey through the unknown.

**Encourage a spirit of wayfinding as students prepare to navigate text:** Wayfinders prepare for a journey by developing a *navigation plan* to get where they want to go. They use a variety of skills to *stay on course* as they make their way toward a destination. When the journey ends, wayfinders *share what they've learned and apply their skills*.

There are three phases of the *Navigating Text* approach, which align with the three components of wayfinding.<sup>16</sup>

1. **Set a Navigation Plan:** The teacher prepares students to read (eventually, students take over this role).
2. **Stay on Course:** Students engage in active sensemaking as they read and take notes with a partner.
3. **Arrive, Unpack, and Share:** Students reflect on what they read and apply what they learned to the project.

### Set a Navigation Plan:

- Set our destination: *Where are we going, and why?* (Reading purpose)
- Map our course: *How are we getting there?*
  - Scan the landscape:
    - *What is the genre, and how is the text structured?*
    - *Does it matter who wrote the text and when?*
    - *Is anything unfamiliar or potentially challenging?*
  - Get ready: Preview/identify key vocab, activate prior knowledge
- Identify the right tools: Graphic organizer, sticky notes, highlighter, project notebook, etc.
- Pack the Survival Kit: Strategies for when comprehension breaks down

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- Reread, read on, stop and clarify, ask for help, review the purpose for reading, talk to the text
  - Break down complex words, phrases, or paragraphs
- Gather the team: Prepare to read with a buddy
- Begin the journey: Teacher models reading the first paragraph/section to launch teams into the text and tools

## **Stay on Course:** Follow the Navigation Plan!

- Read for the purpose
- Use your team: Chunk and talk, regardless of whether students read silently or aloud
- Use tools (annotate or use a note-taking tool)
- Make adjustments (use the Survival Kit)
- Teacher moves for staying on course:
  - Monitor student discussion and note-taking
  - Press for sensemaking (e.g., *What evidence supports your conclusion? Where in the text does it say that?*)
  - Encourage use of Survival Kit strategies (*Where in the text did you get stuck? What have you done already?*)

## **Arrive, Unpack, and Share:**

- Make sense of what we learned
- Apply what we learned to the project

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## **Supporting Academic Vocabulary Through a Conceptual Approach**

Strong readers navigate complex text by drawing on their background knowledge, reading fluency, comprehension skills, and vocabulary. Many middle and high school students, however, need support to develop a richer and more robust academic vocabulary. For this reason, a conceptual approach to vocabulary builds language while also supporting the understanding of new ideas.

The *Navigating Text* approach described above expects teachers will build deeper understanding by engaging students in actively using key terms, providing examples and non-examples, and integrating new words into the classroom discourse and tasks.

Here are some suggestions for how to put conceptual vocabulary development into practice:

- **Explicitly teach key terms.** The best ways to teach core vocabulary include repeated exposure to rich contexts and a variety of instructional pathways (written, oral, visual, etc.). Some well-known approaches include the following strategies:
  - **Frayer Model:** The Frayer Model is a commonly used instructional strategy to teach key disciplinary concepts through examples and non-examples. [Learn more about how to use the Frayer Model instructional strategy here.](#)
  - Keep key disciplinary words front and center in your classroom by regularly using [Word Walls](#) or [Summary Tables](#) to track developing word knowledge.

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- **Be strategic! Teach a few selected words deeply.** Choose words that will effectively help students develop disciplinary knowledge and complete academic tasks. Focus your instructional attention on a handful of words per week that are central to the learning in your class, rather than handing out long lists of vocabulary words. [Read more about explicit vocab instruction on AdLit.](#)
- **When navigating text, stay focused on the purpose for reading.** Help readers understand that they don't have to know or learn every single new word in a text; this frees cognitive energy to more clearly focus on the reading purpose. This is especially important for struggling readers and emergent bilinguals.
  - Anticipate words in the text that may derail students but aren't essential to their understanding of the reading purpose; briefly explain those words when you preview a text so students can understand them in context—then move on.
  - Teach students how to handle unfamiliar words in texts without losing sight of the reading purpose (by asking a partner, using contextual clues, skipping the word, or looking up a translation or definition).
- **Intentionally embed multiple opportunities for students to read, write, and use key terms in the course of learning.** New words and concepts require many exposures (up to 17, according to research cited by the [What Works Clearinghouse guide to improving adolescent literacy](#) [p. 13]) before they are truly learned. Regularly engage students individually and in small groups, and apply their word knowledge in creative, low-stakes ways. Some examples:
  - Create concept maps that show relationships between words.
  - Rank a handful of related terms in meaningful ways (positive to negative, most useful to least useful, etc.).
  - Develop new examples, scenarios, or images that represent or define a term.
  - Use Entry and Exit Tickets as opportunities for students to use key terms in the context of the learning they just did in your class.
  - Ensure terms are used in academic discussions frequently by structuring questions and providing sentence frames to encourage multiple exposures and practice opportunities.

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<sup>1</sup> The following authors and research have strongly informed our approach.

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<sup>5</sup> Graves, M. F., & Graves, B. B. (1995). The scaffolded reading experience: A flexible framework for helping students get the most out of text. *Reading*, 29(1), 29–34. <http://dx.doi.org/10.1111/j.1467-9345.1995.tb00135.x>

<sup>6</sup> Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40–59. <https://doi.org/10.17763/haer.78.1.v62444321p602101>

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- Download the Accountable Talk Sourcebook: [http://iflpartner.pitt.edu/index.php/educator\\_resources/accountable\\_talk](http://iflpartner.pitt.edu/index.php/educator_resources/accountable_talk)

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## Module Overview

### Module 1: People in Vietnam Resettling in Washington

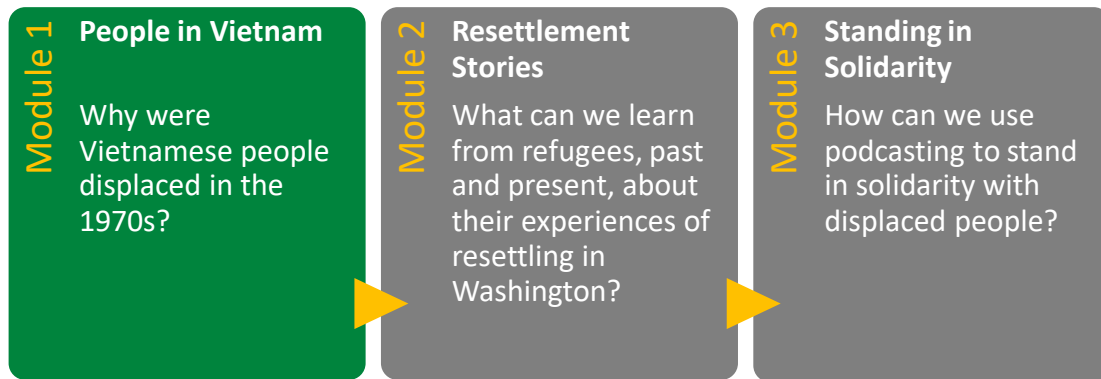


#### Unit Driving Question

What can the experiences of displaced people teach us about community, resilience, and humanity?

#### Module Driving Question

Why were Vietnamese people displaced in the 1970s?



#### Module Overview

The phrase *Asian American and Pacific Islander*, or AAPI, was popularized in the 1980s during a time of increased movement of people from Asia to the United States. The histories and cultures of the groups that make up the AAPI community are incredibly diverse. In this unit, we explore the history, culture, and forced movement (displacement) of Vietnamese people, particularly to Washington, after the fall of Saigon. Through the stories of Vietnamese Americans, we learn about the power of community, resilience, and humanity as we seek to understand what it means to stand in solidarity with displaced people.

In this module, students work to answer the question: *Why were Vietnamese people displaced in the 1970s?* In Lesson 1, students create an identity map to help them understand the complexity of identity, then listen to Rochelle Nguyen's story to learn about her experience and perspective on resettling in Washington. In Lesson 2, students explore the complexity and history of the term AAPI, and hear a variety of people share how they self-identify and why. In Lesson 3, students learn about Vietnam before the fall of Saigon in order to understand more about its diverse people, culture, and heritage. Finally, in Lesson 4, students hear from refugees about their journeys out of Vietnam, and build historical context around the events that led to the refugee crisis there. As students listen to Vietnamese American oral histories, they gather evidence of the themes of this unit—including community, resilience, and humanity—in preparation for their podcast.

Lesson 1.1: Seeing Ourselves and Others (55 minutes)	
<b>Key Standards for Success Criteria</b> <a href="#">SSS1.6-8.1</a> <a href="#">H4.6-8.2</a> <a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a>  <b>Success Criteria</b> <b>By the end of the lesson, students will be able to:</b> <ul style="list-style-type: none"><li>Create an identity map that includes components of identity that are fixed and changing, and that are visible and private.</li><li>Use evidence from Rochelle Nguyen's story to explain why solidarity is important.</li></ul>	During this launch lesson, students explore the themes in this unit by discussing the many factors that influence the development of their personal identity. Then, students listen to Rochelle Nguyen describe her experience as a Vietnamese refugee resettling in Washington. Finally, students unpack the term <i>solidarity</i> and discuss the responsibility they have as humans to stand in solidarity with people facing displacement.

## Module Overview

### Module 1: People in Vietnam Resettling in Washington



#### Lesson 1.2: What's in a Name? (80 minutes)

##### Key Standards for Success Criteria

[SSS1.6-8.1](#)

[SSS1.6-8.2](#)

[SSS2.6-8.1](#)

[CCSS.ELA-LITERACY.RH.6-8.2](#)

##### Success Criteria

**By the end of the lesson, students will be able to:**

- Identify factors that influence the way people choose to identify.
- Analyze the political purpose, use, and impact of the term AAPI.

In this lesson, students begin with an active-listening activity about their own name, and then connect that discussion to the larger responsibility of identifying people using the terms they choose for themselves. Students learn about some of the factors that led to the grouping of so many diverse communities into one: Asian American and Pacific Islander, or AAPI. Finally, students hear a variety of people share how they identify and why.

#### Lesson 1.3: Vietnam Before the Fall of Saigon (80 minutes)

##### Key Standards for Success Criteria

[SSS2.6-8.2](#)

[CCSS.ELA-LITERACY.RH.6-8.2](#)

##### Success Criteria

**By the end of the lesson, students will be able to:**

- Explain the impact of perspective and bias on the creation of a primary source.
- Analyze primary sources for evidence of Vietnamese culture.

In this lesson, students begin to learn about the rich history and culture of Vietnam, as it was before a large portion of its population was displaced in the 1970s. Students analyze primary source images for key facts and details about Vietnamese history and culture. Then, drawing on this historical context, students watch news coverage from April 30, 1975, of the fall of Saigon to begin to understand the significance of this event for Vietnamese people, both then and now.

#### Lesson 1.4: Fleeing War, Looking for Refuge (80 minutes)

##### Key Standards for Success Criteria

[SSS3.6-8.1](#)

[C3.6-8.2](#)

[G1.6-8.4](#)

[CCSS.ELA-LITERACY.RH.6-8.2](#)

##### Success Criteria

**By the end of the lesson, students will be able to:**

- Identify some of the factors that impact the refugee experience.
- Analyze primary and secondary sources for key facts and details about the U.S.–Vietnam War, the fall of Saigon, and the ensuing refugee crisis.

In this lesson, students watch a video about what it means to be a refugee, and discuss the factors that impact how refugees around the world experience displacement. Then, students explore sources and listen to firsthand accounts that provide insight into how Vietnamese refugees experienced the U.S. in the 1970s, before building some background knowledge of the events that led to a mass displacement of Vietnamese people.

## Module Overview

### Module 1: People in Vietnam Resettling in Washington



#### Module Assessments

- **Lesson 1.1:** Identity Map
- **Lesson 1.2:** My Name, AAPI Video Notes Organizer, *Know & Need to Know* Chart
- **Lesson 1.3:** Culture Conversations, Source Exploration, Key Terms Freewrite
- **Lesson 1.4:** Source Exploration, Jigsaw, Module 1 Writing Response

#### Vocabulary

- **AAPI:** Asian American and Pacific Islander; this term arose in the 1980s to create political solidarity among these different ethnic groups in the U.S.
- **asylum:** a form of protection which allows an individual to legally remain in a new country instead of being deported to their home country, where they would face persecution or harm
- **culture:** a pattern of behaviors, values, and beliefs shared by a group of people or society
- **displacement:** the forced relocation of someone from their home to another place, typically because of war, persecution, or natural disaster
- **humanity:** the capacity for being kind and well-meaning to other people
- **refugee:** a person who is unwilling or unable to return to their country because of war, persecution, or natural disaster
- **resilience:** a combination of strength, adaptability, and persistence that helps someone recover from challenges
- **solidarity:** an expression of support for a person, people, or group

## Lesson 1.1: Seeing Ourselves and Others

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*Why were Vietnamese people displaced in the 1970s?*

### Learning Targets

I can:

- Determine the factors that influenced the identity of Vietnamese American refugee Rochelle Nguyen.
- Define solidarity and discuss our collective responsibility to stand in solidarity with people around the world.

### Purpose

During this launch lesson, you will explore the themes in this unit by discussing the many factors that influence the development of your personal identity. Then, you will listen to Rochelle Nguyen describe her experience as a Vietnamese refugee resettling in Washington. Finally, you will unpack the term *solidarity* and discuss the responsibility we have as humans to stand in solidarity with people facing displacement.



### Lesson Steps

1. **Reflect on your personal identity:** Use the [Identity Map](#) handout to explore the different layers of your identity and discuss the factors that impact changes to your identity.
2. **Learn about Washington's support for Vietnamese refugees:** Watch the IN Close video "[Vietnamese Refugees in Washington.](#)" Hear Rochelle Nguyen describe her refugee experience, including her travel to the United States and resettlement in Washington. Listen to former Washington governor Dan Evans describe his reaction to the Vietnamese refugee crisis and his administration's efforts to help.
3. **Unpack solidarity:** Explore the ways in which you have shown solidarity in your life, and discuss the responsibility human beings have to show solidarity with people around the world.

### Explore More

- Vox article: "[The Ukrainian refugee crisis has already begun](#)"
- *The Journal of Climate Change & Health* research article: "[The impacts of climate change on displaced populations: A call for action](#)"

## Teacher Guide

### Lesson 1.1: Seeing Ourselves and Others Resettling in Washington



#### Teacher Preparation Notes

Pacing		
Lesson Timing:	55 minutes	
Standards		
✓ <a href="#">WA</a>	<b>SSS1.6-8.1:</b> Analyze positions and evidence supporting an issue or an event. <b>H4.6-8.2:</b> Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.	
✓ <b>CCSS</b>	<b>CCSS.ELA-LITERACY.RH.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li>• <a href="#">Identity Map</a></li><li>• <a href="#">“Vietnamese refugees in Washington”</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Lesson 1.1 Slide Deck</a></li></ul>	<ul style="list-style-type: none"><li>• Highlighters (2 colors per student)</li></ul>
Lesson Overview		
During this launch lesson, students explore the themes in this unit by discussing the many factors that influence the development of their personal identity. Then, students listen to Rochelle Nguyen describe her experience as a Vietnamese refugee resettling in Washington. Finally, students unpack the term <i>solidarity</i> and discuss the responsibility they have as humans to stand in solidarity with people facing displacement.		
Teacher Preparation		
<ul style="list-style-type: none"><li>• <b>Step 1: Create your personal identity map.</b> Use the guidance about identity maps to create your own. Share this with your class as an example, and a way to model for your students that it is safe to share aspects of their personal identity with others in their classroom.</li></ul>		



## Lesson Steps in Detail

### Step 1: Reflect on your personal identity

(15 min)

**Purpose:** Students ground themselves in the complexity of their own identities before they begin to explore the identities of the people they will hear from in this unit. The goal is for students to understand that there are many layers to a person's identity, and that some aspects of identity are fixed while others change over time, based on internal and external factors. This personal reflection will prepare students to learn about the identities of others—particularly the complexity of Vietnamese American identities, as highlighted in this lesson and throughout this unit.

**You might say:** *Personal and collective identities are complex, intersectional, rich, and dynamic. Before we learn about Vietnamese American identities, let's look at the various factors that help inform how we see ourselves and others. To do this, we will create identity maps. The idea is to list as many parts of ourselves as possible! For example, some parts of my identity are that I'm (insert aspects of your own identity, like your age, race, number of siblings, place of origin, languages spoken, and as many others as you can think of).*

[Slides 2–3] Support students in creating their identity maps.

- **Slide 2.** Share the identity map you created to introduce your students to this activity.
- **Slide 3.** Distribute the [Identity Map](#) handout and review the directions with students.
  - **For Step 1,** if students are stuck, ask them to consider how people see them; how they see themselves; what they like and dislike; how many siblings they have; what kinds of clothing, music, food, etc. they like; where their family is from; etc.
  - **For Step 2, consider providing examples.** If this is a part of your identity that is fixed, or permanent, draw a straight line. For example, race is fixed at birth. If this is a part of your identity that can change, draw a squiggly line. For example, one's age changes every year; one might also change one's hair color or favorite hobby.

[Slides 4–6] Facilitate a discussion on what influences personal identity.

- **Slide 4.** Ask: *What parts of our identity change, and what parts stay the same?*
  - Possible response: Answers will vary, but students will likely notice that a large part of their identity is fluid or changing over time.
- **Slide 5.** Ask: *Why do some parts of our identity change, while others stay the same?*
  - Possible response: Many of the fixed parts of our identity are influenced by DNA/genetics, while others are influenced by the deep-seated beliefs of our families. However, the fluid parts of our identities can be influenced by major life changes, such as getting older, moving to other places, experiencing trauma, changing schools, etc. This shows us that our identities can change due to, and are impacted by, outside factors in our lives. This is why our identities in 10 years will be similar to our current selves in some ways and different in others, because we will go on to have more life experiences that will impact those identities.
- **Slide 6.** Ask: *Why do you think that some parts of our identities are easier for people to recognize, while other parts are more hidden, or maybe even private?*
  - Possible response: Answers will vary. People are complex, and some parts of identity are what we consider the 'tip of the iceberg'—they are visible to many people, but only represent a small fraction of who the person is as a whole.

**Lesson 1.1: Seeing Ourselves and Others**  
**Resettling in Washington****Step 2: Learn about Washington's support for Vietnamese refugees****(20 min)**

**Purpose:** Students connect their understanding of the complexities of identity to Nguyen's personal story. This will serve as a foundation for how we discuss the firsthand accounts, stories, and people throughout the unit.

**You might say:** *As we just discussed, identity is a complex idea. Everyone has parts of their identity that are clearly visible to others, and other parts that are not. We are now going to listen to the story of a person whose life completely changed after she was displaced from her home in Vietnam, and how that change impacted her identity.*

**[Slide 7] Define the term *refugee*.**

- **refugee:** a person who is unwilling or unable to return to their country because of war, persecution, or natural disaster

**[Slide 8] Play "Vietnamese Refugees in Washington" in its entirety [8:18].**

- Turn on subtitles or the transcript feature before playing the video.
- Invite students to follow along with the subtitles or transcript.

**[Slide 9] Facilitate a discussion about the oral history.** Invite students to reflect on the discussion questions independently first.

- *What did we learn from Nguyen about her refugee experience? What can her story teach us about people resettling, in general?*
- *What did we learn from Dan Evans and Ralph Munro about Washington's response to Vietnamese refugees? What can their efforts teach us about how to support people who are resettling, in general?*
- *How did Nguyen's refugee experience impact her identity?*
- Then, organize students into small groups to discuss their responses.
- Finally, invite students to share their thoughts whole-class.
  - *What did we learn from Nguyen about her refugee experience? What can her story teach us about people resettling, in general?*
    - Possible response: In fourth grade, Nguyen fled Vietnam with her family at night. When they left, they had no time to say goodbye to their friends and extended family. They traveled to Camp Pendleton, California, on an airplane. The temperatures at the camp were cold and the conditions substandard. Refugees slept in tents and on the floors of public restroom facilities. When her family resettled in Washington, she described many kind people who helped them, while acknowledging the various emotions and feelings people had about Vietnam and the U.S.–Vietnam war. In general, refugees are looking for help and a second chance.
  - *What did we learn from Dan Evans and Ralph Munro about Washington's response to Vietnamese refugees? What can their efforts teach us about how to support people who are resettling, in general?*
    - Possible response: In 1975, Governor Evans was furious that California's governor, Jerry Brown, was not supporting the resettlement of Vietnamese refugees. Evans believed that it was his moral responsibility to help Vietnamese refugees resettle because they had been an enormous aid to the United States's fighting forces in Vietnam. Ralph Munro, an aide to Evans, flew to California to visit Camp Pendleton and share Washington's interest in resettling Vietnamese refugees. Then, the Evans administration opened up housing at Camp Murray in Washington to help refugees connect with sponsors and jobs. The Evans administration helped thousands of people resettle in Washington and start a new life after the war. Supporting people who are resettling is the moral thing to do.



## Lesson 1.1: Seeing Ourselves and Others

### Resettling in Washington

- *How did Nguyen's refugee experience impact her identity?*
  - Possible response: When she felt abandoned and had no home, Washington residents welcomed her family. She considers Washington—and America—her home.

#### Step 3: Unpack solidarity

(20 min)

**Purpose:** Students connect Nguyen's story of how she was treated as a refugee to their own understanding of what it means to truly stand in solidarity with displaced people. Students define solidarity by reflecting on their own actions toward others throughout their lives, and by discussing the extent to which we have a responsibility to help others when we can.

**You might say:** *Nguyen's story made us reflect on how refugees are treated, and what people can do to welcome and support refugees. In some ways, she made us reflect on solidarity, too. We are going to build on our understanding of what that means now.*

#### [Slide 10] Define solidarity.

- **solidarity:** an expression of support for a person, people, or group
- Provide an example, such as a protest with a group of citizens marching, holding signs, and chanting slogans. They are in *solidarity* with each other, or united behind a common goal or purpose.
- The word solidarity is most often used to describe a sense of unity with a political group, striking workers, or people who have been deprived of their rights in some way.

**You might say:** *The Evans administration and Washington stood in solidarity with Nguyen and other Vietnamese refugees. These experiences and stories can help us learn about the power of community, resilience, and humanity, and our collective responsibility to stand with people experiencing displacement around the world. There are many ways to stand in solidarity with a person or group of people.*

#### [Slide 11] Facilitate student reflection on the term *solidarity*.

- Invite students to reflect on a moment when they felt connected to someone or something. Ask:
  - *Who or what did you feel connected with? What was going on in your life? Who helped you feel like you belonged, and what did that belonging feel like?*
- Invite students to think of a time when they helped another person feel like they belonged. Ask:
  - *What made you step up to help bring that person into the community you were in? How did you feel afterward, and how do you think the other person felt?*
- Invite students to share their responses with a classmate.

**You might say:** *If you have ever helped someone become a part of a community you were in, you were standing in solidarity with them, doing what you could in that moment to help. There are many ways to stand in solidarity with a person or group of people.*

#### [Slide 12] Introduce the unit poster.

- Review with students the unit driving question, module driving questions, and the final product.
  - Unit: *What can the experiences of displaced people teach us about community, resilience, and humanity?*
  - Module 1: *Why were Vietnamese people displaced in the 1970s?*
  - Module 2: *What can we learn from refugees, past and present, about their experiences of resettling in Washington?*
  - Module 3: *How can we use podcasting to stand in solidarity with displaced people?*
  - Final product: *In teams, students create a podcast that explores our collective responsibility to stand in solidarity with people facing displacement and resettlement.*



### Lesson 1.1: Seeing Ourselves & Others

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learning that connects



### Introducing identity mapping

*<Share your own identity map here>*

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### Identity Map handout

The handout template for the Identity Map activity. It includes a title 'Lesson 1.1: Identity Map', a 'Name' field, and a 'Directions' section with four numbered steps. Below the directions is a large empty oval shape for drawing the identity map.

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### Identity discussion, part 1

*What parts of our identity change, and what parts stay the same?*

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### Identity discussion, part 2

*Why do some parts of our identity change, while others stay the same?*

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### Identity discussion, part 3

*Why do you think that some parts of our identities are easier for people to recognize, while other parts are more hidden, or maybe even private?*

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## Define *refugee*

A **refugee** is a person who is unwilling or unable to return to their country because of war, persecution, or natural disaster.

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## Rochelle Nguyen's story



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## Discussion

- *What did we learn from Nguyen about her refugee experience? What can her story teach us about people resettling, in general?*
- *What did we learn from Dan Evans and Ralph Munro about Washington's response to Vietnamese refugees? What can their efforts teach us about how to support people who are resettling, in general?*
- *How did Nguyen's refugee experience impact her identity?*

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## Define *solidarity*

**solidarity:** an expression of support for a person, people, or group

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## Reflect on solidarity

Reflect individually on a moment when you felt connected to someone or something.

- *Who or what did you feel connected with? What was going on in your life? Who helped you feel like you belonged, and what did that belonging feel like?*

Reflect on a time when you have helped another person feel like they belonged.

- *What made you step up to help bring that person into the community you were in? How did you feel afterward, and how do you think the other person felt?*

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## Unit poster



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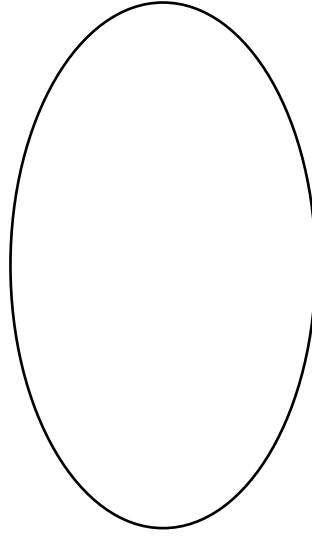
## Lesson 1.1: Identity Map

Name: \_\_\_\_\_



### Directions:

- Step 1. Write your name inside the circle, then write down as many identity markers as you can think of in bubbles around your name.
- Step 2. For parts of your identity that are fixed, draw a straight line from your name to the identity marker. For parts of your identity that can change, draw a squiggly line.
- Step 3. In one color, highlight the parts of your identity that are visible to other people. In another color, highlight the parts of your identity that are not visible to other people.





## Lesson 1.2: What's in a Name?

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*Why were Vietnamese people displaced in the 1970s?*

### Learning Targets

I can:

- Examine the Asian American Pacific Islander (AAPI) identity and the factors that influence the way people choose to identify.
- Analyze the political purpose, use, and impact of the term *AAPI*.

### Purpose

You will begin this lesson with an active-listening activity about your own name, and we will connect that discussion to the larger responsibility of identifying people using the terms they choose for themselves. Then, you will learn about some of the factors that led to the grouping of so many diverse communities into one: Asian American and Pacific Islander, or AAPI. Finally, you will hear a variety of people share how they identify and why.



### Lesson Steps

1. **Reflect on the power of names:** Use the [My Name](#) handout to reflect on the importance of your name to your identity through an active-listening activity.
2. **Learn about the history of the term AAPI:** Build a geographic understanding of where the groups of people we are learning about originated and the political circumstances in the U.S. that grouped them together, with a focus on Vietnam.
3. **Explore the terms people use to identify themselves, including AAPI:** Watch [“Are You ‘AAPI’ or ‘Asian American’? It’s Complicated”](#) and examine the factors that influence opinions about the use of AAPI in the [AAPI Video Notes Organizer](#).
4. **Preview your final product:** Watch the first part of the video [“Meet the VBP Team”](#) and review the unit poster to orient to the final product, which is a podcast. Then, organize into podcast teams and create a [Know & Need to Know chart](#) that will help you create a successful podcast by the end of this unit.

### Explore More

- Asian Pacific Institute on Gender-Based Violence article: [AAPI Identities and Diversity fact sheet](#)
- Vox article: [“The Inadequacy of the Term ‘Asian American’”](#)
- Library of Congress archives: [“Chinese Americans and the Gold Rush”](#)
- PBS 5-part documentary series: [“Asian Americans”](#)
- Today article: [“How inclusive is ‘AAPI’? Pacific Islanders debate the label”](#)

## Teacher Guide

### Lesson 1.2: What's in a Name?

#### Resettling in Washington



## Teacher Preparation Notes

Pacing		
Lesson Timing:	80 minutes	
Standards		
✓ <a href="#">WA</a>	<a href="#">SSS1.6-8.1</a> : Analyze positions and evidence supporting an issue or an event. <a href="#">SSS1.6-8.2</a> : Evaluate the logic of reasons for a position on an issue or event. <a href="#">SSS2.6-8.1</a> : Create and use research questions to guide inquiry on an issue or event.	
✓ <b>CCSS</b>	<a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a> : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li>• <a href="#">My Name handout</a></li><li>• <a href="#">“Are You ‘AAPI’ or ‘Asian American’? It’s Complicated”</a></li><li>• <a href="#">AAPI Video Notes Organizer</a></li><li>• <a href="#">“Meet the VBP Team”</a></li><li>• <a href="#">Know &amp; Need to Know chart</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Lesson 1.2 Slide Deck</a></li><li>• <a href="#">AAPI Video Notes Organizer – KEY</a></li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>
Lesson Overview		
<p>In this lesson, students begin with an active-listening activity about their own name, and then connect that discussion to the larger responsibility of identifying people using the terms they choose for themselves. Students learn about some of the factors that led to the grouping of so many diverse communities into one: Asian American and Pacific Islander, or AAPI. Finally, students hear a variety of people share how they identify and why.</p>		
Teacher Preparation		
<ul style="list-style-type: none"><li>• <b>Step 1: Pair students into active-listening teams.</b> Decide if you want to preselect partners for this activity, or if you want students to select their own partners.</li><li>• <b>Step 4: Set up teams.</b> Students will organize into the podcast teams that they will work in throughout the unit. Decide how you want to group students into teams.</li></ul>		



## Lesson Steps in Detail

### Step 1: Reflect on the power of names

(20 min)

**Purpose:** Students continue to build on the themes of identity and individuality, which are important to remember when we talk about how people are grouped in society. Students should leave this step understanding that names have history and importance, so we have to make the effort to use the names for people and communities that they have chosen for themselves, out of respect.

**[Slide 2] Display the poem “Say My Name” by Meleika Gesa-Fatafehi.**

- Use the play button at the link to hear Pádraig Ó Tuama read the poem.
- Ask: *What is this poem saying about history, ancestors, names, and identity?*
  - Possible response: The speaker is saying that their name belonged to them; it was given to them by a history that preceded their birth. They are implying that our names are a reflection of the lives our ancestors lived, making names important to both our individual identity and the collective identity of our people.

**[Slide 3] Distribute the [My Name](#) handout and review the directions and questions with students.**

- Provide students time to complete the **My Name** handout.

#### Teacher Tip: Supporting Students Through Identity Work

As you lead this activity, be mindful in how you handle this conversation with students who may have unique circumstances. You might have students who don't know the history of their name due to adoption, or students who don't identify with their birth name given their gender identity. In these moments, it's important to leverage your relationship with students to help them feel safe. For a student whose name differs from their birth name, encourage them to reflect on their chosen name. If a student knows little about the origin of their name, encourage them to reflect on the last few questions, which focus on their nicknames, pronunciation of their name, and the importance of respecting people's identity. Here are some other resources that might be helpful in making all students feel supported in your classroom.

- [“8 ways to make classrooms welcoming to transgender students”](#)
- [“Schools in Transition: A Guide for Supporting Transgender Students in K–12 Schools”](#)
- [“Adoption awareness in school assignments”](#)

**[Slide 4] Set norms for the active-listening activity.** Talking points:

- Work with a partner to reflect on your own names and the importance of referring to people using the names that they want us to use.
- One person speaks. The other listens and asks clarifying questions, but does *not* share their own thoughts or opinions until it is their turn.
- Partner A will have five minutes to respond to any of the discussion questions from their handout. If there is a lull in their response, partner B can ask one of the following questions.
  - *When you said \_\_\_\_\_, what did you mean?*
  - *Can you elaborate on your statement about \_\_\_\_\_?*
  - *Can you give an example to support your statement about \_\_\_\_\_?*
- After five minutes, partner B will have five minutes to respond to any of the discussion questions. If there is a lull in their response, partner A can ask one of the above questions.
- After both partners have spoken, each partner has three minutes to reflect on and discuss one statement their partner made that stuck with them during the activity.
- I will keep time and let you know when it is time to switch.



**[Slide 5] Lead a reflection on the active-listening activity.**

- Students discuss the extent to which the activity helped them listen to understand, rather than listen to respond, and how they can use this protocol. Ask:
  - *How did it feel to not respond in the moment to what your partner said?*
  - *How does this activity help strengthen our listening skills?*
  - *What can we take from this activity to use in other parts of our lives?*

**You might say:** *Names have history and weight. Calling people what they want to be called is affirming; it's a celebration of the history that led to that name. Not listening to people, and calling them what we want to call them—like a mispronounced version of their name, or a different name altogether—is disempowering. This applies not only to individuals like ourselves, but also to whole communities. We are about to learn more about the Asian American and Pacific Islander, or AAPI, community. But is this the name we should be using? Is this how the groups within that community want to be named? Let's find out.*

### Step 2: Learn about the history of the term AAPI

(25 min)

**Purpose:** Students build context around the term AAPI, and the history that led to the grouping of so many people with such different backgrounds. Students should leave this step understanding why the term exists, as well as the political reasons that so many different communities have been grouped together under it. In this step, students also further geographically unpack Vietnam.

**[Slide 6] Review a small excerpt from Nicki Tung's story.**

- Explain that this quote is from an interview with Vietnamese refugee Nicki Tung, who resettled in the United States.
- "People get the same treatment no matter where they go. I mean, to this day, I went to Virginia with my boyfriend a couple of months ago and I still get the look because I'm Asian. So, just imagine 20 to 30 years ago, people have never seen Asian before and they don't know what to do with us. And they don't know how to react around us. It was very small, I remember I was going to elementary there was only two other Asians in the whole school, and then my sister and I. That's it." (The recording and transcript of Nicki Tung's story can be found at ["Oral History with Nicki Tung."](#))

**[Slide 7] Facilitate a discussion about identity, based on the excerpt from Tung's story. Ask:**

- *Tung is Vietnamese and ethnically Chinese. However, in this excerpt she refers to herself as "Asian." Why do you think she uses this term to refer to herself in the U.S. instead of "Vietnamese"?*
  - Possible response: She is using the term *Asian* because that is how she is seen by Americans, instead of as Vietnamese. She is grouped together with the rest of the people from Asia based only on perceived visual resemblance.
- *What is the impact of referring to someone like Tung as "Asian" instead of "Vietnamese"?*
  - Possible response: Using the broader term "Asian," instead of the more specific "Vietnamese," dulls Tung's identity. She is grouped with many other people from many other countries, and her identity is partially erased.

**You might say:** *We know a little about Nicki Tung. We know she is more than simply "Asian," or even "Vietnamese." But what if we didn't? Is it still okay to group people we don't know into one big category, like "Asian American and Pacific Islander?" Maybe... but where did that grouping and name even come from? Let's build some context.*

**[Slides 8–13] Introduce background knowledge about the history of the term AAPI. Talking points:**

- **Slide 8.** Asia is the largest continent in the world, and is made up of 48 countries.

## Lesson 1.2: What's in a Name?

### Resettling in Washington

- **Slide 9.** The first major wave of Asian migration into U.S. territory began in the mid-1800s, during the California Gold Rush. Immigrants from Asia faced discrimination from people in the U.S. who blamed them for their own economic issues. You can see this discrimination in a political cartoon from the 1800s titled "The Anti-Chinese Wall." (Visit the [digital catalog entry](#) for "The Anti-Chinese Wall" to learn more about this and other related items at the Library of Congress).
- **Slide 10.** This discrimination led to the passing of the Chinese Exclusion Act of 1882. This act prohibited the migration of Chinese laborers, and heavily limited the immigration of Asian people to the U.S. until Congress passed the Immigration and Nationality Act of 1965. This act loosened restrictions against immigrants from Asia. This led to another major wave of migration from Asia into the United States.
- **Slide 11.** Although more people from Asia were able to immigrate to the U.S., it led to increased discrimination of Asian Americans. According to the *New York Times*, the beating of Peter Yew by New York City police in 1975 sparked large protests. People gathered and protested to call for the cessation of police harassment against the Chinese community.
- **Slide 12.** The term Asian American arose out of this activism, as a way to signal to the U.S. that the Asian community would stand together to fight for rights and protection. It reflected that Asian people living in the U.S. were also Americans, and deserved the same rights as other Americans. In the 1980s, the term Asian American began to also include Pacific Islander people, like the native peoples of Hawaii and Polynesia, given their proximity to Asia and Asian heritage. It became Asian American and Pacific Islander, or AAPI.
- **Slide 13.** In 2021, there were nearly 22 million people in the U.S. who could trace their origins to Asia. It is expected that by 2060, that number will be closer to 46 million people. 85% of the AAPI population, as of 2021, could trace their origins to China, India, the Philippines, Vietnam, Korea, or Japan.

**[Slide 14] Invite students to reflect on the history of the term AAPI for the many groups of people within this community.** Ask:

- *What is the political purpose of using the term AAPI for a community made up of people from such different places and with such different histories?*
  - Possible response: The term was created to unite different immigrant Asian communities so they would have more political power. People within these communities realized that by acting as one, in solidarity with one another, they could demand better protection of their rights.

**[Slide 15] Review the Module 1 driving question.**

- *Why were Vietnamese people displaced in the 1970s?*

**You might say:** *In this module and unit, we are going to focus on the experiences of Vietnamese American refugees. This includes people like Rochelle Nguyen and Nicki Tung. We are focusing on one group of people within the larger AAPI community because, as we discussed, it is impossible for one term to speak to the histories of all of these different cultures. By focusing on one country and its people, we are narrowing in and giving depth to our understanding of that community. To support this depth of learning, let's orient ourselves to where Vietnam is located and learn some basic facts about the country.*

**[Slides 16–19] Provide geographic context for Vietnam.** Talking points:

- **Slide 16.** As we mentioned earlier, the AAPI community is made up of many different groups of people. There are so many different cultures and histories within this continent, and each country is full of many different identities.
- **Slide 17.** We find Vietnam near China, Cambodia, and Thailand, on the Indochinese Peninsula.
- **Slide 18.** Here we see some of the natural attractions found in Vietnam today.
- **Slide 19.** Vietnam has gone through some really hard times in its history. Here we see Vietnamese refugees being pulled off of a boat in 1975. We will learn more about what caused this displacement and more about Vietnam in the next lesson.

## Teacher Guide

### Lesson 1.2: What's in a Name?

#### Resettling in Washington



#### Step 3: Explore the terms people use to identify themselves, including AAPI

(20 min)

**Purpose:** Students hear from members of the AAPI community about how they feel about the use of the term. Students should walk away from this step with a better understanding of the complexities of using the term, given the complex identities of the people grouped under it.

**You might say:** *Now that we have some context about where the term AAPI comes from, we are going to hear from people within the AAPI community about how they feel about the term.*

[Slides 20–21] Play the PBS Voices video [“Are You ‘AAPI’ or ‘Asian American’? It's Complicated”](#) in its entirety [11:01]. Before you play the video, distribute the [AAPI Video Notes Organizer](#) and review the directions and guiding questions with students.

- Stop the video at the timestamps shown below to give students an opportunity to respond to the guiding questions.
  - [0:45] What does AANHPI stand for?
  - [1:09] What geographic region unites the AANHPI community?
  - [3:30] Why was the term Asian American invented?
  - [7:00] How does the history of Spanish and U.S. colonization impact AANHPI people and how they self-identify?
- When the video is complete, invite students to respond to the reflection questions independently or in teams.
  - What are some criticisms of the name AAPI?
    - Possible response: Answers will vary, but the overall criticism is that AAPI erases the individual identities of the many countries that are grouped under the term. Each country has its own culture, values, and history, and one term cannot encompass all of those differences.
  - How do people who don't like the term AAPI want to be identified?
    - Possible response: Answers will vary, but people typically want to be identified by their country of origin, not an umbrella term. Whenever possible, we should ask how people want to be identified to make sure we are respectful.

#### Teacher Tip: Extension Article Exploring AAPI Identity

If you and your students would benefit from more work unpacking AAPI identity, consider inviting students to engage with the Vox article [“The inadequacy of the term ‘Asian American.’”](#) We offer up a mini-lesson below on what this might look like.

- Read through the article and select one or more excerpt(s) that you want students to read. The excerpt(s) should provide multiple perspectives on the use of the term *Asian American*.
- Have students annotate the excerpt(s) using a nonfiction annotation approach. For example:
  - Who is this section about?
  - What did you learn about the “who” in this section?
  - Summarize the central idea of the entire text/document concisely (using as few words as possible)
  - Reflect: According to the article, why do some people in the Asian American community push back against the term Asian American?

**Step 4: Preview your final product****(15 min)**

**Purpose:** Students preview the unit's final product, and create a class *Know & Need to Know* chart to reflect on what they know and what they want to learn.

**You might say:** *There are many ways to stand in solidarity with other people: by being welcoming to people who are new to your community; advocating for laws that help people who are facing hardships; and amplifying the stories of communities that don't always get attention. In this unit, we will explore the many ways we can stand in solidarity with people inside and outside of our communities. One way we can take action in this unit is through our final project. We'll look at that in a moment, but first, let's look at the questions that will drive our unit and this module.*

**[Slide 22] Preview the final product.** Play the video [“Meet the VBP team”](#) in its entirety [2:07], then ask:

- *Based on this video, what do you think your final project is going to be?*
- *How do you think this final project will help us stand in solidarity with people around the world?*

**[Slide 23] Organize students into their podcast teams.**

- Adapt this slide to communicate how students will organize into podcast teams.
  - You can assign teams or let students choose their own teams.
  - There should be 3–4 students per team.

**[Slide 24] Podcast teams create their *Know & Need to Know* chart.**

**You might say:** *Now that you are in your podcast teams, it's time to complete your first assignment together. As a team, you will work on a Know & Need to Know chart for this unit. You'll consider the following questions: What do you know about Vietnamese culture and history, Vietnamese Americans, solidarity, and displaced people? What questions do you have about Vietnamese culture and history, Vietnamese Americans, solidarity, and displaced people? What do you know about creating a podcast? What questions do you have about creating a podcast?*

- Distribute the [Know & Need to Know chart](#) handout to students and review the directions.
  - **Know:** On this part of your chart, reflect on what you already know about Vietnamese people, solidarity, Asian Americans, podcasts, and the general purpose of the unit we have just started.
  - **Need to Know:** On this part of your group chart, reflect on what you still need to know about these big ideas.



### Lesson 1.2: What's In a Name?

educur<sup>i</sup>ous  
learning that connects



### Poem by Meleika Gesa-Fatafehi

*What is this poem saying about history, ancestors, names, and identity?*

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### My Name

Partner A's Questions
Partner B's Questions
Partner A's Responses
Partner B's Responses
Partner A's Reflection
Partner B's Reflection

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### Active-listening activity: Names

- Work with a partner to reflect on your own names and the importance of referring to people using the names that they want us to use.
- One person speaks. The other listens and asks clarifying questions, but does *not* share their own thoughts or opinions until it is their turn.
- Partner A will have five minutes to respond to any of the discussion questions.
  - When you said \_\_\_\_\_, what did you mean?
  - Can you elaborate on your statement about \_\_\_\_\_?
  - Can you give an example to support your statement about \_\_\_\_\_?
- After 5 minutes, partner B will have five minutes to respond to any of the discussion questions. If there is a lull in their response, partner A can ask a clarifying question.
- After both partners have spoken, each partner has three minutes to reflect on and discuss one statement their partner made that stuck with them during the activity.

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### Active-listening activity: Reflection

- *How did it feel to not respond in the moment to what your partner said?*
- *How does this activity help strengthen our listening skills?*
- *What can we take from this activity to use in other parts of our lives?*

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### Nicki Tung & identity

"People get the same treatment no matter where they go. I mean, to this day, I went to Virginia with my boyfriend a couple of months ago and I still get the look because I'm Asian. So, just imagine 20 to 30 years ago, people have never seen Asian before and they don't know what to do with us. And they don't know how to react around us. It was very small, I remember I was going to elementary there was only two other Asians in the whole school, and then my sister and I. That's it."

Source: ["Oral History with Nicki Tung"](#)

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## Nicki Tung & identity: Discussion

- *Tung is Vietnamese and ethnically Chinese. However, in this excerpt she refers to herself as "Asian." Why do you think she uses this term to refer to herself in the U.S. instead of "Vietnamese"?*
- *What is the impact of referring to someone like Tung as "Asian" instead of "Vietnamese"?*

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## History of AAPI



Asia is the largest continent in the world, and is made up of 48 countries.

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## History of AAPI

The first major wave of Asian migration into U.S. territory began in the mid-1800s, during the California Gold Rush. Immigrants from Asia faced discrimination from people in the U.S. who blamed them for their own economic issues. You can see this discrimination in this political cartoon from the 1800s, titled "The Anti-Chinese Wall."



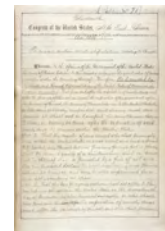
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## History of AAPI

This discrimination led to the passing of the Chinese Exclusion Act of 1882. This act prohibited the migration of Chinese laborers, and heavily limited the immigration of Asian people to the U.S. until Congress passed the Immigration and Nationality Act of 1965. This act loosened restrictions against immigrants from Asia. This led to another major wave of migration from Asia into the United States.



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## History of AAPI

Although more people from Asia were able to immigrate to the U.S., it led to increased discrimination of Asian Americans. According to the *New York Times*, the beating of Peter Yew by New York City police in 1975 sparked large protests. People gathered and protested to call for the cessation of police harassment against the Chinese community.



Peter Yew protests, April 1975, on Bayard Street

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## History of AAPI

The term Asian American arose out of this activism, as a way to signal to the U.S. that the Asian community would stand together to fight for rights and protection. It reflected that Asian people living in the U.S. were also Americans, and deserved the same rights as other Americans.



Civil rights activists  
Emma Gee and Yuji Ichioka

In the 1980s, the term Asian American began to also include Pacific Islander people, like the native peoples of Hawaii and Polynesia, given their proximity to Asia and Asian heritage.

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## History of AAPI

In 2021, there were nearly 22 million people in the U.S. who could trace their origins to Asia. It is expected that by 2060, that number will be closer to 46 million people. 85% of the AAPI population, as of 2021, could trace their origins to China, India, the Philippines, Vietnam, Korea, or Japan.



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## Reflect on the history of AAPI

*What is the political purpose of using the term AAPI for a community made up of people from such different places and with such different histories?*

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## Review module driving question

*Why were Vietnamese people displaced in the 1970s?*

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## Vietnam in the world



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## Vietnam in Southeast Asia



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## Vietnam's geography and environment



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## People fleeing Vietnam by boat



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## PBS Voices video

As we watch this video, complete the guiding questions on your **AAPI Video Notes Organizer**.



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## AAPI discussion

- *What are some criticisms of the name AAPI?*
- *How do people who don't like the term AAPI want to be identified?*

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## Final project

*Based on this video, what do you think your final project is going to be?*

*How do you think this final project will help us stand in solidarity with people around the world?*



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## Podcast teams

<Provide guidance here on how teams will be organized.>

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## Know & Need to Know chart

As a podcast team, identify what you already know about Vietnamese people, solidarity, Asian Americans, podcasts, and the general purpose of the unit we have just started.

Make sure to be as detailed as possible. Then, reflect on what you still need to know about these big ideas.

Unit: Vietnamese Boat People	
What do you already know about this topic?	What do you need to know about this topic?

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## Lesson 1.2: My Name

Name: \_\_\_\_\_

**Directions:** Individually reflect on the following questions in preparation for our active-listening activity.

What does your name mean? What is the history of your name?
Who gave you your name? Why did they choose it?
Is your name ever mispronounced? How is it pronounced correctly? How does it make you feel when it is said incorrectly?
Do you have different names in different places? For example, does your family call you something different than what you are called in school? Which name do you relate to more closely?
Why is it important to call people by the names they identify with?



## Lesson 1.2: AAPI Video Notes Organizer

Name: \_\_\_\_\_

**Directions:** Watch the PBS Voices video [“Are You ‘AAPI’ or ‘Asian American’? It’s Complicated.”](#) Pause at the timestamps shown below and respond to the guiding questions.

<b>Timestamp [0:45]</b> <i>What does AANHPI stand for?</i>	
<b>Timestamp [1:09]</b> <i>What geographic region unites the AANHPI community?</i>	
<b>Timestamp [3:30]</b> <i>Why was the term Asian American invented?</i>	
<b>Timestamp [7:00]</b> <i>How does the history of colonization impact AANHPI people and how they self-identify?</i>	
<b>Post-video reflection:</b> <i>What are some criticisms of the name AAPI/AANHPI?</i>	
<b>Post-video reflection:</b> <i>How do people who don’t like the term AAPI/AANHPI want to be identified?</i>	



## Lesson 1.2: AAPI Video Notes Organizer— Teacher Key

Name: \_\_\_\_\_

**Directions:** Watch the PBS Voices video [“Are You ‘AAPI’ or ‘Asian American’? It’s Complicated.”](#) Pause at the timestamps shown below and respond to the guiding questions.

<b>Timestamp [0:45]</b> <i>What does AANHPI stand for?</i>	Asian American, Native Hawaiian, and Pacific Islander.
<b>Timestamp [1:09]</b> <i>What geographic region unites the AANHPI community?</i>	The AANHPI population is made up of people who can trace their roots to the continent of Asia (comprised of over 40 countries) and over 25 islands in the Pacific Ocean.
<b>Timestamp [3:30]</b> <i>Why was the term Asian American invented?</i>	The term was inspired by the Black Panthers’ movement and the desire for a united identity that people could use to organize politically.
<b>Timestamp [7:00]</b> <i>How does the history of colonization impact AANHPI people and how they self-identify?</i>	The history of colonization in different parts of Asia and the Pacific Islands has led to the existence of many AANHPI refugees. These refugees’ identities are closely tied to the actions of colonizing countries, like the U.S., so calling themselves “American” doesn’t always feel like an authentic representation of their views of the U.S. The terms AANHPI and AAPI don’t reflect the history of colonization in these regions.
<b>Post-video reflection:</b> <i>What are some criticisms of the name AAPI/AANHPI?</i>	
Answers will vary, but the overall criticism is that AAPI erases the individual identities of the many countries that are grouped under the term. Each country has its own culture, values, and history, and one term cannot encompass all of those differences.	
<b>Post-video reflection:</b> <i>How do people who don’t like the term AAPI/AANHPI want to be identified?</i>	
Answers will vary, but people typically want to be identified by their country of origin, not an umbrella term. Whenever possible, we should ask how people want to be identified to make sure we are respectful.	

## Lesson 1.2: Know & Need to Know Chart



Name: \_\_\_\_\_

**Directions:** Identify what you already know about the content of this unit (Vietnamese culture and history, Vietnamese Americans, solidarity, and displaced people) and the final product (creating a podcast), then identify what questions you have about the content and final product.

What do you know about Vietnamese culture and history, Vietnamese Americans, solidarity, and displaced people?	What questions do you have about Vietnamese culture and history, Vietnamese Americans, solidarity, and displaced people?
What do you know about creating a podcast?	What questions do you have about creating a podcast?

## Lesson 1.3: Vietnam Before the Fall of Saigon

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*Why were Vietnamese people displaced in the 1970s?*

### Learning Targets

I can:

- Reflect on how my identity is shaped by my culture.
- Analyze primary source images for evidence of Vietnamese culture.
- Identify implications of the event known as the fall of Saigon.

### Purpose

In this lesson, you will begin to learn about the rich history and culture of Vietnam, as it was before a large portion of its population was displaced in the 1970s. You'll analyze primary source images for key facts and details about Vietnamese history and culture. Drawing on this historical context, you will watch news coverage from April 30, 1975, of the fall of Saigon. This will help you understand the significance of this event for Vietnamese people, both then and now.

### Lesson Steps

1. **Reflect on cultural elements that shape your identity:** Using the [Culture Conversations](#) handout, define *culture* and reflect on cultural elements in your own life.
2. **Learn some of the history of Vietnam:** Your teacher will present key facts and details to prepare you for a primary source analysis of Vietnam's cultural history.
3. **Analyze primary sources for evidence of Vietnamese culture:** Using the [Source Exploration](#) handout, build your understanding of Vietnamese culture. Then, reflect on how perspective and bias can impact people's interpretations and understanding of unfamiliar cultures.
4. **Introduce the fall of Saigon:** Define *displacement*, *asylum*, *resilience*, and *humanity* using your [Key Terms Freewrite](#) handout. Watch the *South China Morning Post* video "[The 'fall of Saigon' in 1975, how the news reported it](#)" and use these terms to begin to discuss the implications of this historic event.

### Explore More

- *Britannica* article: "[The two Vietnams \(1954–65\)](#)"
- Stefan Milo video: "[Ancient Vietnam: First humans to first kingdoms](#)"
- *The Guardian* article: "[Forty years on from the fall of Saigon: Witnessing the end of the Vietnam War](#)"



## Teacher Guide

### Lesson 1.3: Vietnam Before the Fall of Saigon Resettling in Washington



## Teacher Preparation Notes

Pacing		
Lesson Timing:	80 minutes	
Standards		
✓ <a href="#">WA</a>	<b>SSS2.6-8.2:</b> Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.	
✓ <b>CCSS</b>	<b><a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a>:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li>• <a href="#">“The ‘fall of Saigon’ in 1975, how the news reported it”</a></li><li>• <a href="#">Vietnam: A Country Study</a></li><li>• <a href="#">Culture Conversations</a></li><li>• <a href="#">Source Exploration</a></li><li>• <a href="#">Key Terms Freewrite</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Lesson 1.3 Slide Deck</a></li><li>• <a href="#">Source Exploration—KEY</a></li><li>• <a href="#">Annamite Bibliography</a></li><li>• <a href="#">Mechanics and Crafts of the People of Annam</a></li></ul>	<ul style="list-style-type: none"><li>• Chart paper &amp; markers</li></ul>
Lesson Overview		
<p>In this lesson, students begin to learn about the rich history and culture of Vietnam, as it was before a large portion of its population was displaced in the 1970s. Students analyze primary source images for key facts and details about Vietnamese history and culture. Then, drawing on this historical context, students watch news coverage from April 30, 1975, of the fall of Saigon to begin to understand the significance of this event for Vietnamese people, both then and now.</p>		
Teacher Preparation		
<ul style="list-style-type: none"><li>• <b>Step 3: Plan for individual and collaborative work.</b> Decide whether you want students to complete their own <b>Source Exploration</b> or collaborate in partner teams to do so.</li><li>• <b>Step 3: Preview additional sources about Vietnamese culture.</b> If time permits and/or your students are interested, consider having students continue their investigation into Vietnamese history and culture using two resources from the Library of Congress, the <a href="#">Annamite Bibliography</a> and the <a href="#">Mechanics and Crafts of the People of Annam</a>.</li><li>• <b>Step 4: Decide on the structure for class definitions.</b> Choose a thought-catcher tool, like Google Docs or Jamboard, for class discussions. It can be a digital tool, or you can build anchor charts (as suggested in the Step 4 Teacher Tip). Either way, you’ll want to ensure you can reference it throughout the unit as students build a deeper understanding of the key terms initially discussed in this lesson.</li></ul>		



## Lesson Steps in Detail

### Step 1: Reflect on cultural elements that shape your identity

**(15 min)**

**Purpose:** Students reflect on cultural elements in their own lives and discuss the many different cultures that exist within their classroom community and around the world. Students should walk away from this step understanding that there are many different cultures around them that deserve to be celebrated, and how to use a Culture Wheel to identify the cultural elements within a specific society.

**[Slide 2] Distribute and complete the [Culture Conversations](#) handout.**

**You might say:** *These questions help us start to define the culture of our own community. Our responses might be similar to the responses of other people in the room, but they might also be different. That's because our culture is defined by our personal histories, our parents and/or guardians, our family's place of origin, and the histories of the places in which we live.*

**[Slide 3] Define culture.** Unpack elements that help us understand the culture of a specific place or community using the Culture Wheel.

- **culture:** a pattern of behaviors, values, and beliefs shared by a group of people or society
- Unpack the Culture Wheel. Explain that when we are seeking to understand the culture of a group of people or society, it is helpful to explore the various elements.

**[Slide 4] Facilitate a whole-class discussion on cultural elements.** Invite students to reflect on the importance of understanding other cultures by discussing the questions below.

- Ask: *How can identifying the different elements in the Culture Wheel for a specific group of people or society help us understand that group better?*
  - Possible response: The Culture Wheel allows us to look at different elements within the culture of a group of people more specifically, which allows us to get a better picture of their culture as a whole.
- Ask: *Why is it important to learn about different cultures within our own community and around the world?*
  - Possible response: In learning about the lived experiences and values of people who are different from us, we can also learn to appreciate and celebrate those differences.

### Step 2: Learn some of the history of Vietnam

**(10 min)**

**Purpose:** Students build a basic understanding of Vietnam's history before they begin their research into Vietnamese culture in the next step.

**You might say:** *Culture is all around us, and we should celebrate the different cultures that exist in our communities and around the world. Today we will be looking at some aspects of Vietnamese culture that can be traced back thousands of years.*

**[Slides 5–14] Provide some historical context for Vietnam.** Provide students with a brief history of Vietnam in preparation for their team research activity in Step 3. (Sources of facts and details: [Asia for Educators](#), [National Geographic](#), [BBC](#).)

- **Slide 5.** Civilizations in the territory known today as Vietnam can be traced back 5,000 years.



## Lesson 1.3: Vietnam Before the Fall of Saigon

### Resettling in Washington

- **Slide 6.** Independent tribes inhabited the territory until it was taken over by the Chinese in 207 BCE. This is when the territory was given the name Nam Việt. Nam Việt became part of the Chinese empire. In the year 939 CE, forces led by Ngô Quyền overtook the Chinese forces and pushed them out of the territory. From then on, the territory was ruled by a series of dynasties, and it was renamed Đại Việt.
- **Slide 7.** From 1010–1025, the territory experienced its first “golden age,” or time of prosperity, with the Lý dynasty. During this time, the first university was established, and a written language of characters known as Chữ Nôm were created. Two rival dynasties developed by the mid-1500s—one in the North (the Trịnh) and the other in the South (the Nguyễn).
- **Slide 8.** It was the Nguyễn dynasty that renamed the territory Vietnam.
- **Slide 9.** However, by the end of the 19<sup>th</sup> century, the French had seized control of Vietnam and declared it a French colony. The French divided the territory into three separate states.
- **Slide 10.** In 1930, a colonial opposition leader named Hồ Chí Minh attempted to unite the three states into one through the creation of the Indochinese Communist Party.
- **Slide 11.** In 1940, during World War II, the territory was invaded by Japan, which held control until its defeat in 1945. During Japan’s occupation, Hồ Chí Minh and other Vietnamese people formed a guerilla organization called the Việt Minh to resist occupation in Vietnam.
- **Slide 12.** After the war, Hồ Chí Minh and the Indochinese Communist Party declared Vietnam independent. They set up a government in the North. The French returned at the same time and sought to rule the territory once again, as they had before the Japanese invasion.
- **Slide 13.** At this time (1945), the U.S. and other European allies expressed support for the French in their efforts to eliminate communism in the region. The French forces continued to clash with the Northern Vietnamese forces, and in 1954, Vietnam was officially divided into North Vietnam and South Vietnam.
- **Slide 14.** In 1965, the U.S. took over France’s efforts to fight communism in South Vietnam. This marked the beginning of the U.S.–Vietnam War.

### Step 3: Analyze primary sources for evidence of Vietnamese culture

(40 min)

**Purpose:** Students unpack primary sources that further inform their understanding of Vietnamese culture. They look at several different images and connect their analysis of each image to their prior knowledge of Vietnamese culture and history.

***You might say:** In order to build our understanding of Vietnamese culture, we are going to participate in a source exploration.*

#### [Slide 15] Prepare students to analyze primary sources.

- Distribute the [Source Exploration](#) handout, then review the directions, sources, and questions with students.

#### [Slide 16] Facilitate a share-out on Question 3.

- Invite students to discuss their responses to the third question.

***You might say:** One thing we didn’t discuss through these sources is the question of who took these photographs. These photographs were taken by the U.S. military and the French, and represent a Western point of view rather than a Vietnamese point of view. Given this, there may have been details excluded from the frame because of what the photographer valued or personally wanted to see.*

## Lesson 1.3: Vietnam Before the Fall of Saigon Resettling in Washington

[Slide 17] Facilitate a discussion on perspective and bias. Ask:

- *How might the photographer's perspective and bias limit what we can see about Vietnamese culture through these photographs?*
  - Possible response: Responses will vary; encourage students to think about which parts of Vietnamese society the French colonists would want to take pictures of. Would they be inclined to take pictures of the everyday, working-class parts of Vietnamese society? Or would they prioritize the parts of society that paint Vietnam in a specific way—one that benefits the French? Just like we reflect on what we see, we should also reflect on what we *don't* see.

### Teacher Tip: Annotating Images With the Quadrant Strategy

When looking at primary source images, pairing them with an annotation strategy helps students pull more information from each image. Otherwise, for more complex images (like a political cartoon with lots of symbols), it can be hard for students to digest all of the information at once. Here is one annotation strategy you can use; it works best when students have a physical copy of the source material. You can use the following talking points with your students.

- Step 1: Summarize any text features.
  - Image title
  - Image caption
  - Image source
- Step 2: Draw a vertical line down the middle of the image.
- Step 3: Draw a horizontal line across the image, connecting with the vertical line and creating four quadrants.
- Step 4: Number each quadrant #1–4 in clockwise order, starting with the top left quadrant.
- Step 5: Work your way through each quadrant (starting with number 1) and list all of the things you see in the quadrant. Then, using your context of history at this time, explain what you think these elements represent.
- Step 6: After analyzing each quadrant individually, look at the whole image again. Answer the following questions:
  - *What message is the photographer/artist trying to send to their audience through this image?*
  - *How might this image impact the perspective of people viewing it?*

### Step 4: Introduce the fall of Saigon

(15 min)

**Purpose:** Students engage with some of the key terms from the unit. Students pull from their own understanding before exploring a class definition for each of the terms. Then, they create inferences about why they are learning these terms for this unit, and how these ideas will come into play in the upcoming lessons. Finally, students watch a primary source video about the fall of Saigon to frame the focus of the rest of the unit.

**You might say:** *Now that we've learned more about Vietnamese history and culture, it's time to begin our learning about the refugee crisis and large-scale displacement that occurred in Vietnam in the 1970s. This will be the focus of the remainder of our unit. In our next lesson, we will learn about the factors that created the refugee crisis in Vietnam. In order to help us more deeply understand these factors, we are going to learn several new vocabulary terms.*



### Lesson 1.3: Vietnam Before the Fall of Saigon Resettling in Washington

[Slide 18] Distribute the [Key Terms Freewrite](#) handout and prompt students to freewrite on one or more of the questions as they are able, depending on their existing background knowledge of each of the terms: *displacement*, *asylum*, *humanity*, and *resilience*.

- *What do you think of when you hear the word resilience? What do you consider resilience to look like, sound like, and feel like?*
- *What do you think it means to have and show humanity toward other people?*
- *What does it mean for a person to seek asylum in another country?*
- *Define displacement. What does it mean to be displaced?*

**Invite students to share out their responses.** Capture student responses on a class anchor chart, or in another place that students can easily reference in future lessons.

#### Teacher Tip: Collaborative Anchor Charts & The Frayer Model

When introducing new academic language, one way to support student language acquisition and development is through the use of structured anchor charts. Using a classroom anchor chart, whether physical or digital, for each class allows you to build in natural reflection moments at the end of each module. Simply bring the anchor chart back out as you finish each module, and ask students to reflect on whether their collective understanding of the concept has changed, as well as if there is anything that should be added or amended.

For those anchor charts, you might consider using the Frayer Model to further build out these vocabulary definitions. To see examples of the Frayer Model and learn more, consider reading [The Frayer Model resource from the Wisconsin Department of Public Instruction](#).

[Slides 19–22] **Provide definitions for key terms:**

- **Slide 19. displacement:** the forced relocation of someone from their home to another place, typically because of war, persecution, or natural disaster
- **Slide 20. resilience:** a combination of strength, adaptability, and persistence that helps someone recover from challenges
- **Slide 21. humanity:** the capacity for being kind and well-meaning to other people
- **Slide 22. asylum:** a form of protection which allows an individual to legally remain in a new country instead of being deported to their home country, where they would face persecution or harm

[Slide 23] **Facilitate a share-out in which students use the academic terms to make connections to and inferences about refugee crises in Vietnam and other places.**

- Invite students to do a Think-Pair-Share on the questions below, then share out their ideas whole-class.
- *Which past or present world events could be described using these key terms?*
  - Possible response: The U.S. troop withdrawal from Afghanistan in 2021 and the Russian invasion of Ukraine in 2022. In both of these events, refugees were displaced and had to seek asylum in other countries.
- *How do you think these key terms will come up when we are discussing Vietnamese refugees in this unit? Make an inference using at least two of the key terms we discussed.*
  - Possible response: I believe that these terms will come up when we study Vietnamese refugees who sought asylum in the U.S., and that the Vietnamese refugees we are going to learn from demonstrated resilience after they were displaced.

### Lesson 1.3: Vietnam Before the Fall of Saigon Resettling in Washington

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[Slide 24] Introduce students to the fall of Saigon.

- Play the video [“The ‘Fall of Saigon’ in 1975, how the news reported it”](#) in its entirety [2:51].

**You might say:** *The fall of Saigon marked the beginning of a refugee crisis. Vietnamese refugees sought asylum in the U.S. and around the world as these events unfolded, and had no choice but to depend on the humanity of the new communities they joined. Today, people and places in various parts of the world are experiencing refugee crises. In the next lesson, we will listen to firsthand accounts from refugees to understand how refugee experiences are similar and different. We will then draw on these firsthand accounts in future lessons to help us develop content for our podcasts.*



### Lesson 1.3: Vietnam Before the Fall of Saigon

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learning that connects



### Culture Conversations

- What language(s) do you speak, and what languages are spoken around you?
- What kinds of food do you and the people around you eat?
- What holidays do you and the people around you celebrate?
- What music do you and the people around you listen to when you gather?

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2



### Define culture

**culture:** a pattern of behaviors, values, and beliefs shared by a group of people or society



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### Culture discussion

*How can identifying the different elements in the Culture Wheel for a specific group of people or society help us understand that group better?*

*Why is it important to learn about different cultures within our own community and around the world?*

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### Vietnam's early history



Civilizations in the territory known today as Vietnam can be traced back 5,000 years.

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### Vietnam's early history

Independent tribes inhabited the territory until it was taken over by the Chinese in 207 BCE. This is when the territory was given the name Nam Việt. Nam Việt became part of the Chinese empire. In the year 939 CE, forces led by Ngô Quyền overtook the Chinese forces and pushed them out of the territory. From then on, the territory was ruled by a series of dynasties, and it was renamed Đại Việt.



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## Vietnam's early history

From 1010–1025, the territory experienced its first “golden age,” or time of prosperity, with the *Lý dynasty*. During this time, the first university was established, and a written language of characters known as Chữ Nôm were created.

Two rival dynasties developed by the mid-1500s—one in the North (the Trịnh) and the other in the South (the Nguyễn).



Statue of emperor Lý Thánh Tông

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7



## French control of Vietnam

It was the Nguyễn dynasty that renamed the territory Vietnam.



Depiction of a Nguyễn Vietnamese soldier, 1844

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## French control of Vietnam

However, by the end of the 19<sup>th</sup> century, the French had seized control of Vietnam and declared it a French colony. The French divided the territory into three separate states.



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## Opposition against the French builds

In 1930, a colonial opposition leader named Hồ Chí Minh attempted to unite the three states into one through the creation of the Indochinese Communist Party.



Hồ Chí Minh Statue

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## Vietnam during WWII

In 1940, during World War II, the territory was invaded by Japan, which held control until its defeat in 1945.

During Japan's occupation, Hồ Chí Minh and other Vietnamese people formed a guerilla organization called the Việt Minh to resist occupation in Vietnam.

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## Vietnam after WWII

After the war, Hồ Chí Minh and the Indochinese Communist Party declared Vietnam independent. They set up a government in the North.

The French returned at the same time and sought to rule the territory once again, as they had before the Japanese invasion.

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## Vietnam splits

At this time (1945), the U.S. and other European allies expressed support for the French in their efforts to eliminate communism in the region.

The French forces continued to clash with the Northern Vietnamese forces, and in 1954, Vietnam was officially divided into North Vietnam and South Vietnam.

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## U.S. involvement in Vietnam

In 1965, the U.S. took over France's efforts to fight communism in South Vietnam. This marked the beginning of the U.S.-Vietnam War.



*A B-52 dropping bombs*

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## Source Exploration

You will be working to complete a source exploration that will help inform our understanding of Vietnamese culture.



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## Discussion, part 1

*What new information about the culture category (or categories) we identified does this source provide for us?*

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## Discussion, part 2

*How might the photographer's perspective and bias limit what we can see about Vietnamese culture through these photographs?*

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## Key Terms Freewrite

- *What do you think of when you hear the word resilience? What do you consider resilience to look like, sound like, and feel like?*
- *What do you think it means to have and show humanity toward other people?*
- *What does it mean for a person to seek asylum in another country?*
- *Define displacement. What does it mean to be displaced?*

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## Displacement

the forced relocation of someone from their home to another place, typically because of war, persecution, or natural disaster

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## Resilience

a combination of strength, adaptability, and persistence that helps someone recover from challenges

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## Humanity

the capacity for being kind and well-meaning to other people

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## Asylum

a form of protection which allows an individual to legally remain in a new country instead of being deported to their home country, where they would face persecution or harm

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## Making inferences

- Which past or present world events could be described using these key terms?
- How do you think these key terms will come up when we are discussing Vietnamese refugees in this unit? Make an inference using at least two of the key terms we discussed.

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## The fall of Saigon: video



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## Lesson 1.3: Source Exploration

Name: \_\_\_\_\_



**Directions:** Analyze primary source images from the book [Vietnam: A Country Study](#), which is available through the Library of Congress, for evidence of the elements of culture.

**Source 1:** Saigon scholar-official, late 19<sup>th</sup> century (page 13)



*Saigon scholar-official, late nineteenth century  
Courtesy Library of Congress*

What do you see?

Considering the Culture Wheel, which part(s) of Vietnamese culture does this source help us understand further?

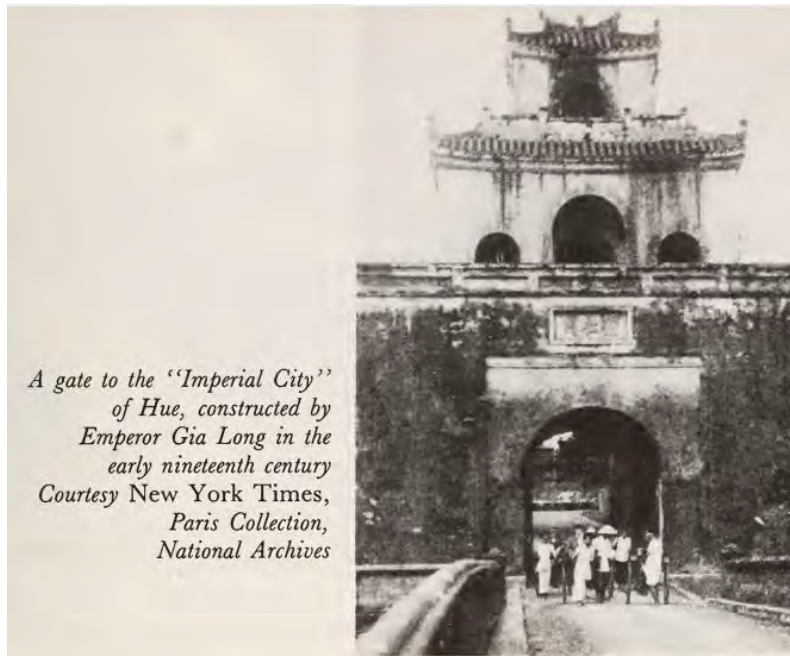
What new information about the culture category (or categories) identified above does this source provide for us?

## Lesson 1.3: Source Exploration

Name: \_\_\_\_\_



### Source 2: Gate to the “Imperial City” (page 27)



What do you see?

Considering the Culture Wheel, which part(s) of Vietnamese culture does this source help us understand further?

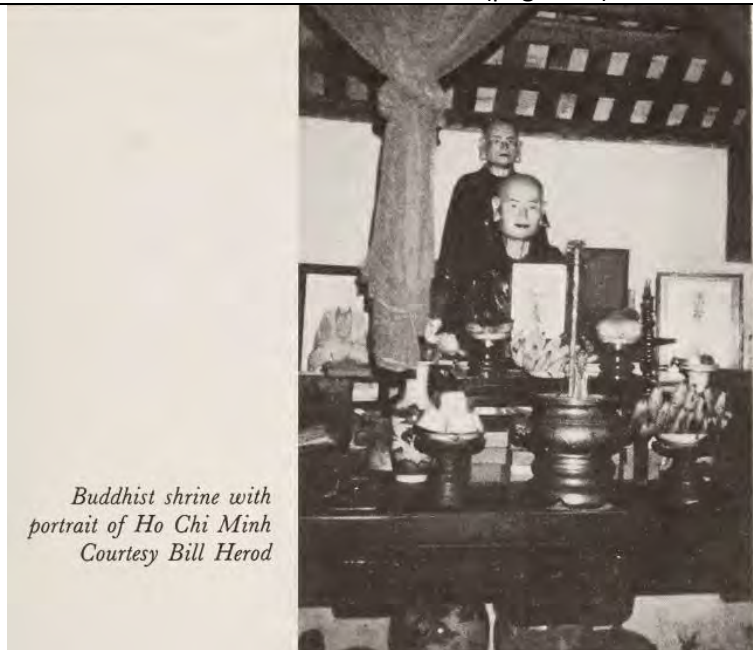
What new information about the culture category (or categories) identified above does this source provide for us?

## Lesson 1.3: Source Exploration

Name: \_\_\_\_\_



**Source 3:** Buddhist shrine (page 115)



*Buddhist shrine with  
portrait of Ho Chi Minh  
Courtesy Bill Herod*

What do you see?

Considering the Culture Wheel, which part(s) of Vietnamese culture does this source help us understand further?

What new information about the culture category (or categories) identified above does this source provide for us?

## Lesson 1.3: Source Exploration

Name: \_\_\_\_\_



**Source 4:** Chinese Buddhist temple (page 123)



What do you see?

Considering the Culture Wheel, which part(s) of Vietnamese culture does this source help us understand further?

What new information about the culture category (or categories) identified above does this source provide for us?

[Vietnam: A Country Study](#), from the Library of Congress, has no known copyright restrictions.

## Lesson 1.3: Source Exploration— Teacher Key

Name: \_\_\_\_\_

**Directions:** Analyze primary source images from the book [Vietnam: A Country Study](#), which is available through the Library of Congress, for evidence of the elements of culture.

**Source 1:** Saigon scholar-official, late 19<sup>th</sup> century (page 13)



*Saigon scholar-official, late nineteenth century  
Courtesy Library of Congress*

What do you see?

In this source, we see a person dressed in a traditional dress and holding what looks like a piece of paper. The person is described as a “scholar-official.”

Considering the Culture Wheel, which part(s) of Vietnamese culture does this source help us understand further?

Values

What new information about the culture category (or categories) identified above does this source provide for us?

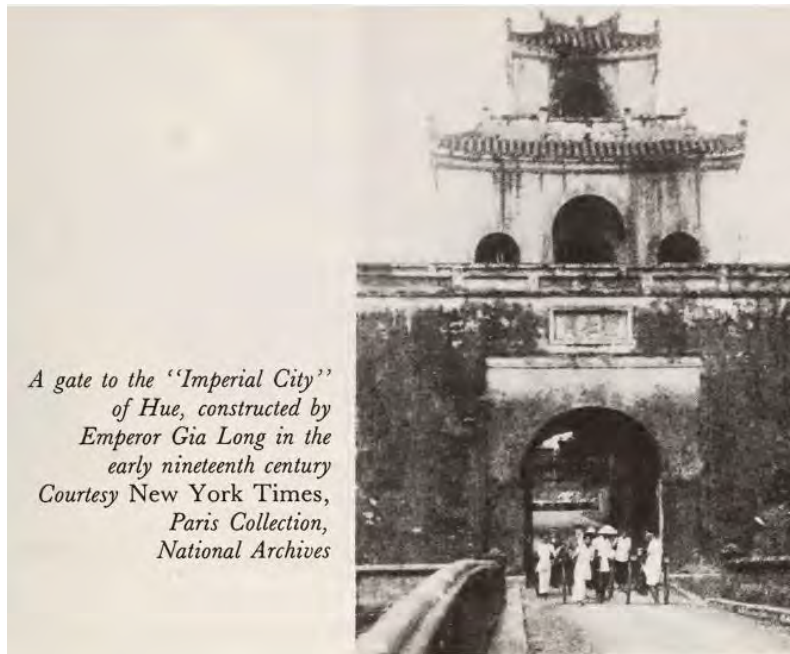
While we can’t be sure of the significance of the dress this person is wearing just from this picture, given that its caption says scholar-official, we can assume that Vietnamese cultural values might be heavily influenced by the importance of education.

## Lesson 1.3: Source Exploration— Teacher Key

Name: \_\_\_\_\_



### Source 2: Gate to the “Imperial City” (page 27)



What do you see?

In this picture, we see people walking into what looks like a walled-off city. The caption tells us that this is called the “Imperial City,” and was constructed by Emperor Gia Long.

Considering the Culture Wheel, which part(s) of Vietnamese culture does this source help us understand further?

Government

What new information about the culture category (or categories) identified above does this source provide for us?

Through this source, we gain more insight into what the governance of Vietnam looked like. We learn more about the government through the mention of the emperor, and we can assume that this was an important location for the country’s politicians.

## Lesson 1.3: Source Exploration— Teacher Key

Name: \_\_\_\_\_



**Source 3:** Buddhist shrine (page 115)



*Buddhist shrine with  
portrait of Ho Chi Minh  
Courtesy Bill Herod*

What do you see?

In this source, we see two bald people standing behind a shrine. The caption informs us that this is a Buddhist shrine to honor a person named Ho Chi Minh. From the background knowledge we learned earlier in this lesson, we know he was the leader of the Indochinese Communist Party.

Considering the Culture Wheel, which part(s) of Vietnamese culture does this source help us understand further?

Religion and traditions

What new information about the culture category (or categories) identified above does this source provide for us?

We learn through this source that Buddhism is a religion practiced in Vietnam. We also learn that in this religion, appreciation is shown through the tradition of building shrines. This helps us understand how some people in Vietnamese society demonstrate their religious beliefs and traditions.

## Lesson 1.3: Source Exploration— Teacher Key

Name: \_\_\_\_\_



**Source 4:** Chinese Buddhist temple (page 123)



*Chinese Buddhist temple, Cholon  
Courtesy United States Army*

What do you see?

In this source, we see a Chinese Buddhist temple.

Considering the Culture Wheel, which part(s) of Vietnamese culture does this source help us understand further?

Religion, traditions, and maybe even government.

What new information about the culture category (or categories) identified above does this source provide for us?

Through this source, we find further evidence of the Buddhist religion in Vietnam. We also get a little insight into how Chinese influence has impacted Vietnam, which is tied to their history of colonization.

[Vietnam: A Country Study](#), from the Library of Congress, has no known copyright restrictions.



## Lesson 1.3: Key Terms Freewrite

Name: \_\_\_\_\_

**Directions:** Review the questions below and freewrite your responses in the space below. There are no right or wrong answers. This is an opportunity to reflect on what you already know about several key terms in this unit.

1. What do you think of when you hear the word *resilience*? What do you consider resilience to look like, sound like, and feel like?
2. What do you think it means to have and show *humanity* toward other people?
3. What does it mean for a person to seek *asylum* in another country?
4. Define *displacement*. What does it mean to be displaced?



## Lesson 1.4: Fleeing War, Looking for Refuge

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*Why were Vietnamese people displaced in the 1970s?*

### Learning Targets

I can:

- Discuss some of the factors that impact the refugee experience.
- Explore primary and secondary sources for key facts and details about the U.S.–Vietnam War, the fall of Saigon, and the ensuing refugee crisis.

### Purpose

In this lesson, you will watch a video about what it means to be a refugee, and discuss some of the factors that impact how refugees around the world experience displacement. Then, you will explore sources and listen to firsthand accounts that provide insight into how Vietnamese refugees experienced the U.S. in the 1970s, before building some background knowledge of the events that led to a mass displacement of Vietnamese people.



### Lesson Steps

1. **Explore what it means to be a refugee:** Watch the TED-Ed video [“What does it mean to be a refugee?”](#) and discuss the factors that impact the experiences of refugees.
2. **Learn about some of the causes and effects of the U.S.–Vietnam War:** Look at a timeline of events that led up to the U.S. involvement in the Vietnam War and use the [Source Exploration](#) handout to reflect on how people in the U.S. responded to their country’s involvement in the war.
3. **Listen to Vietnamese American refugee stories:** Listen to a [firsthand account](#) of Vietnamese people becoming refugees, and use the [Jigsaw](#) handout to gather evidence of refugee resilience during their displacement.
4. **Respond to the Module 1 driving question:** Using what you have learned about the displacement of Vietnamese people and the refugee experience, respond to the question in the [Module 1 Writing Response](#) handout.

### Explore More

- History Channel article: [“What led to the start of the Vietnam War?”](#)
- National Geographic Encyclopedic entry: [“Communism”](#)
- Hezaky Newz & Films video: [“1979–81 special report: ‘Vietnamese vs. Ku Klux Klan’”](#)
- Library of Congress: [“Immigration to the United States, 1851–1900”](#)
- Congress: [House Resolution 952](#)

## Teacher Guide

### Lesson 1.4: Fleeing War, Looking for Refuge Resettling in Washington



## Teacher Preparation Notes

Pacing		
Lesson Timing:	80 minutes	
Standards		
✓ <a href="#">WA</a>	<a href="#">SSS3.6-8.1</a> : Engage in discussion, analyzing multiple viewpoints on public issues. <a href="#">C3.6-8.2</a> : Analyze how international agreements have affected Washington state. <a href="#">G1.6-8.4</a> : Explain how human spatial patterns have emerged from natural processes and human activities.	
✓ <b>CCSS</b>	<a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a> : Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <a href="#">CCSS.ELA-LITERACY.RH.6-8.7</a> : Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li>• <a href="#">“What does it mean to be a refugee?”</a></li><li>• <a href="#">“The Mỹ Lai Massacre”</a></li><li>• <a href="#">First Days Refugee Story 1</a></li><li>• <a href="#">First Days Refugee Story 2</a></li><li>• <a href="#">First Days Refugee Story 3</a></li><li>• <a href="#">First Days Refugee Story 4</a></li><li>• <a href="#">Source Exploration</a></li><li>• <a href="#">Jigsaw</a></li><li>• <a href="#">Module 1 Writing Response</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Lesson 1.4 Slide Deck</a></li><li>• <a href="#">Source Exploration – KEY</a></li><li>• <a href="#">Jigsaw – KEY</a></li><li>• <a href="#">Module 1 Writing Response – KEY</a></li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>
Lesson Overview		
In this lesson, students watch a video about what it means to be a refugee, and discuss the factors that impact how refugees around the world experience displacement. Then, students explore sources and listen to firsthand accounts that provide insight into how Vietnamese refugees experienced the U.S. in the 1970s, before building some background knowledge of the events that led to a mass displacement of Vietnamese people.		
Teacher Preparation		
<ul style="list-style-type: none"><li>• <b>Step 2: Review <a href="#">“The Mỹ Lai Massacre”</a> video.</b> Determine if the contents of the video are appropriate for your classroom. If you do play the video, make sure to frame it for students accordingly. See the Teacher Tip resources for further framing support.</li><li>• <b>Step 3: Identify teams for the jigsaw activity.</b> This activity is designed for groups of four, but you can distribute the sources differently if you want the students to work in smaller groups.</li></ul>		



### Lesson Steps in Detail

#### Step 1: Explore what it means to be a refugee

**(15 min)**

**Purpose:** Students further explore the definition of *refugee*, this time as it is defined by the United Nations (UN), and discuss the factors that impact the refugee experience in the U.S. and around the world. Students should walk away from this step with a clearer understanding of the many obstacles that refugees face.

**You might say:** *In this unit so far, we have explored what it means to show humanity toward other people. We have discussed what it looks like and feels like to stand in solidarity with other people. As we continue to learn about the refugee experience from refugees, it's important to have a clear understanding of what we mean when we say refugee community. We are going to explore the term, and the challenges that are shared and different across refugee experiences.*

[Slide 2] Play the video [“What does it mean to be a refugee?”](#) in its entirety [5:28]. Then ask:

- According to the United Nations, what is the difference between a migrant and a refugee?
  - Possible response: According to the UN, a migrant is someone who moves from one location to another for a number of different factors. For example, a migrant might move to seek out better economic opportunities. A refugee is defined by the UN as someone who is escaping conflict or violence in their home country.
- What difficulties do refugees face as they try to find safety?
  - Possible response: Responses will vary, but people face a number of challenges when they are displaced. They face danger in their home country—the danger that initially pushed them out—and then they face further danger during their journey to another country. Some refugees do not have the correct paperwork to enter other countries, so they have to do so in unsafe ways. They might also face hard conditions at refugee camps. Then, once they are in a new country, they face challenges navigating the asylum process. Finally, they might face racism or xenophobia (prejudice against people from other countries) in the new country they've settled in.

[Slide 3] Facilitate a discussion about factors that impact a refugee's experience.

- What specific factors might influence the refugee experience in the U.S.?
  - Possible response: Responses will vary, but might include where the refugees come from, and the relationship between that country and the U.S.; the race(s) of the displaced people seeking refuge; the way that the media and government talk about the refugee group; the ages of the displaced people; and the presence of other refugee communities in the area.

#### Step 2: Learn about some of the causes and effects of the U.S.–Vietnam war

**(30 min)**

**Purpose:** Students explore the factors that led to displacement of people in Vietnam, and how the conflict in Vietnam and Vietnamese refugees were viewed by people in the United States.

**You might say:** *In our last lesson, we closed by watching a news report about the fall of Saigon. This event marked the end of the U.S.–Vietnam War and the start of displacement of a large portion of the Vietnamese population. But what caused the fall of Saigon, and how did people in the U.S. feel about the conflict in Vietnam? We're going to explore that now.*

[Slides 4–15] Provide students some background knowledge about the United States's involvement in Vietnam.

- **Slide 4.** Vietnam was under French control until World War II, when Vietnam was invaded by Japan.

## **Lesson 1.4: Fleeing War, Looking for Refuge**

### **Resettling in Washington**

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- **Slide 5.** In 1945, Japan lost their fight in WWII and retreated from Vietnam. At the time, the Vietnamese leader of the Indochinese Communist Party, Hồ Chí Minh, declared Vietnam independent and set up a government in the North.
- **Slide 6.** The French refused to release control of Vietnam and backed another leader, Emperor Bảo Đại, in the South and set up Saigon as the capitol of the country in 1949.
- **Slide 7.** The North and South fought for control of the entire country.
- **Slide 8.** In 1954, Hồ Chí Minh defeated the French, and the Geneva Convention negotiated peace in the region. The French exited the region and Hồ Chí Minh was to remain in control of North Vietnam until the election was held in 1956, with the goal that the elections would unify Vietnam.
- **Slide 9.** However, elections were never held because another leader took control of South Vietnam and declared himself the president of the country. His name was Ngô Đình Diệm, and he was criticized for his treatment of people in South Vietnam. Even though Diệm faced opposition, the U.S. backed him because they did not support the communist government of North Vietnam.
- **Slide 10.** In 1959, North and South Vietnam attacked one another as a result of the oppressive treatment of Vietnamese communists in South Vietnam.
- **Slide 11.** In 1961, President Kennedy sent U.S. troops to investigate the attacks within the country. The U.S. wanted to make sure that Vietnam did not become a communist country.
- **Slide 12.** In August of 1964, Congress passed the Gulf of Tonkin Resolution, authorizing President Lyndon Johnson to use armed forces against the communist government of North Vietnam.
- **Slide 13.** The war became increasingly unpopular in anti-war groups in the United States after the event known as the Mỹ Lai massacre came to light. The massacre occurred in March of 1968, but was not known to the world until November of 1969.
  - Optional: Play all or part of the video [“The Mỹ Lai Massacre”](#) [5:20].
- **Slide 14.** Anti-war sentiments grew in the U.S., fueled by the collective feeling that the government was not being open or honest about their reasons for being in Vietnam, and concern that they continued to send troops there even as it was becoming clear they were not winning the war.
- **Slide 15.** The U.S. withdrew from Vietnam in 1973.
- **Slide 16.** By the end of the war, as many as two million Vietnamese civilians had been killed. 1.1 million North Vietnamese and Viet Cong soldiers died; 200,000 to 250,000 South Vietnamese soldiers died; and nearly 58,000 U.S. soldiers died or were missing after the war.

**[Slide 17] Facilitate a student exploration of primary sources.** Students investigate two images and answer the guiding questions that follow. Distribute the [Source Exploration](#) handout, review the directions with students, and introduce the sources and guiding questions.

**[Slides 18–22] Provide students some background knowledge about the end of the war in Vietnam** (sources: [Britannica](#), [UNAVSA](#), [The Vietnamese Boat People](#)).

- **Slide 18.** After the U.S. removed troops from the region, the North Vietnamese forces took over the southern part of the country.
- **Slide 19.** “The fall of Saigon,” as it is called in Western media, refers to the day (April 30, 1975) when North Vietnamese forces took control of the capitol of Saigon, which had been controlled by South Vietnamese forces with Western help.
- **Slide 20.** Vietnamese people have different names for this event. In Vietnam, it is known as “Liberation Day,” which signals a celebration of the events that took place that day. The North Vietnamese forces who took control of Saigon, and created a unified country again in the process, see this as a day to remember positively. Vietnamese refugees see it as a day that drove them out of their home. They remember the events of that day as “The Day We Lost the Country,” “Black April,” “National Day of Shame,” or “National Day of Resentment.”
- **Slide 21.** The differences in the names used for the same event show us that feelings and views around it are complex and varied.



### Lesson 1.4: Fleeing War, Looking for Refuge Resettling in Washington

- **Slide 22.** The events of April 30, 1975, caused mass displacement for Vietnamese people, who had to flee the oppression and legacy of the U.S.–Vietnam War. Many Vietnamese people fled Vietnam by sea, as part of a large group that became known by the U.S. and international media as the Vietnamese Boat People.

#### Teacher Tip: Teaching About War

This step includes a video about the Mỹ Lai massacre, a difficult but historically important moment to talk about. When it comes to teaching about war, it is important to be thoughtful about how we introduce it. If you need guidance on how to navigate these difficult conversations around war, please check out these resources:

- [Educators 4 Social Change: “Teaching About War”](#)
- [Edutopia: “Teaching War”](#)
- [Rethinking Schools: Teaching About the Wars](#)

**[Slide 23] Facilitate a discussion on the causes of conflict in Vietnam.** Ask students to reflect on the following questions individually and then as a class.

- *According to the UN’s definition, a refugee is someone escaping conflict and/or violence in their home country. How did the U.S. add to the conflict and violence that occurred in Vietnam from 1961–1973?*
  - Possible response: Responses will vary, but students might discuss the increase in fighting that happened once U.S. troops entered Vietnam, the Mỹ Lai massacre, or the number of people who died during this conflict in Vietnam in their responses.
- *Given the United States’s involvement in Vietnam, did people in the U.S. have an obligation to welcome Vietnamese refugees into their communities? Why or why not?*
  - Possible response: Responses will vary, depending on students’ views. Students might say that the U.S. government and society had a responsibility to welcome refugees since the U.S. played a role in the violence there. Other people might say the opposite. Push students to explain their thinking here and give students opportunities to respond to each other’s thoughts. You could also put up a list of the vocabulary so far (refugee, asylum, solidarity, humanity, resilience) and ask students to use the vocabulary in their responses.

### Step 3: Listen to Vietnamese American refugee stories

(15 min)

**Purpose:** Students explore stories of Vietnamese refugees after their displacement in 1975. Students should understand that the stories of Vietnamese refugees are all different, but all demonstrate resilience. They should also understand the power of storytelling when it comes to standing in solidarity with displaced people.

**You might say:** *The conflict and violence in Vietnam were caused by many different factors, including people and countries fighting for their own interests. This resulted in the mass displacement of people. Now we will explore firsthand stories of Vietnamese refugees. Each can help us learn more about what it means to be resilient and how we can support displaced people.*

**[Slide 24] Facilitate a jigsaw activity.**

- Distribute the [Jigsaw](#) handout and review directions and how to listen to each story.
  - Point out to students that once they are in their assigned story, they will need to click the “Listen” button to play the audio for the right story.
- Organize students into groups of four and have each student listen to a different story.
- After students are done analyzing their assigned source, invite students to report out what they learned in their small groups. Remind students to write notes in their **Jigsaw** handout based on what their teammates learned from listening to the story they were assigned.

## Teacher Guide

### Lesson 1.4: Fleeing War, Looking for Refuge Resettling in Washington



[Slide 25] Facilitate a closing reflection on Vietnamese refugee experiences. Ask:

- What lessons can we learn from these Vietnamese American refugees about how we should support refugee communities?

#### Step 4: Respond to the Module 1 driving question

(20 min)

**Purpose:** Students synthesize and demonstrate their learning by drawing on oral histories and research notes to respond to the module driving question.

**You might say:** *In today's lesson, we built more context about the events that led to the displacement of Vietnamese people. We built some understanding of the experiences of Vietnamese refugees by listening to their firsthand stories. In this module, we've explored Vietnamese culture, the identity terms that people in the AAPI community use, the history of those terms, and much more. All of this has helped us learn more about who the Vietnamese American refugees were, before and after displacement. As we close out our module, let's reflect on that learning by responding to our module driving question.*

[Slide 26] Distribute the [Module 1 Writing Response](#) handout. Review the directions with students.

- Respond to the Module 1 driving question: *Why were Vietnamese people displaced in the 1970s?*
- Use key vocabulary terms (e.g., refugee, displacement, AAPI, asylum, resilience, solidarity, culture, humanity), historical context, and evidence from oral histories.



#### Lesson 1.4: Fleeing War, Looking for Refuge

educur<sup>ious</sup>  
learning that connects



#### "What does it mean to be a refugee?"

According to the United Nations, what is the difference between a migrant and a refugee?

What difficulties do refugees face as they try to find safety?



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## Civil war in Vietnam

The North and South fought for control of the entire country.



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## Power shifted in Vietnam

In 1954, Hồ Chí Minh defeated the French, and the Geneva Convention negotiated peace in the region. The French exited the region and Hồ Chí Minh was to remain in control of North Vietnam until the election was held in 1956, with the goal that the elections would unify Vietnam.



Portrait of Hồ Chí Minh

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## The South's new leader

However, elections were never held because another leader took control of South Vietnam and declared himself the president of the country. His name was Ngô Đình Diệm, and he was criticized for his treatment of people in South Vietnam. Even though Diệm faced opposition, the U.S. backed him because they did not support the communist government of North Vietnam.



Ngô Đình Diệm

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## Active fighting began

In 1959, North and South Vietnam attacked one another as a result of the oppressive treatment of Vietnamese communists in South Vietnam.



Viet Cong fighters crossing a river

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## U.S. involvement in Vietnam



President Kennedy's news conference of 23 March 1961

In 1961, President Kennedy sent U.S. troops to investigate the attacks within the country. The U.S. wanted to make sure that Vietnam did not become a communist country.

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## U.S. involvement in Vietnam

In August of 1964, Congress passed the Gulf of Tonkin Resolution, authorizing President Lyndon Johnson to use armed forces against the communist government of North Vietnam.



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## U.S. involvement in Vietnam

The war became increasingly unpopular in anti-war groups in the United States after the event known as the Mỹ Lai massacre came to light. The massacre occurred in March of 1968, but was not known to the world until November of 1969.



Optional video: ["The Mỹ Lai Massacre"](#) [5:20].

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## U.S. involvement in Vietnam

Anti-war sentiments grew in the U.S., fueled by the collective feeling that the government was not being open or honest about their reasons for being in Vietnam, and concern that they continued to send troops there even as it was becoming clear they were not winning the war.



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## The U.S. exited Vietnam



"Agreement" copy on ending war and restoring peace in Vietnam

The U.S. withdrew from Vietnam in 1973.

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## U.S. involvement in Vietnam

By the end of the war, as many as two million Vietnamese civilians had been killed. 1.1 million North Vietnamese and Viet Cong soldiers died; 200,000 to 250,000 South Vietnamese soldiers died; and nearly 58,000 U.S. soldiers died or were missing after the war.



Memorial to the Revolutionary Martyrs, Ba Dinh Square, Hanoi.

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## Source Exploration

Complete your **Source Exploration** handout.



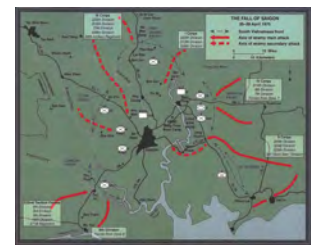
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## The fall of Saigon

After the U.S. removed troops from the region, the North Vietnamese forces took over the southern part of the country.



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## The fall of Saigon

"The fall of Saigon," as it is called in Western media, refers to the day (April 30, 1975) when North Vietnamese forces took control of the capitol of Saigon, which had been controlled by South Vietnamese forces with Western help.



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## The fall of Saigon

Vietnamese people have different names for this event. In Vietnam, it is known as "Liberation Day," which signals a celebration of the events that took place that day. The North Vietnamese forces who took control of Saigon, and created a unified country again in the process, see this as a day to remember positively.

Vietnamese refugees see it as a day that drove them out of their home. They remember the events of that day as "The Day We Lost the Country," "Black April," "National Day of Shame," or "National Day of Resentment."

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## The fall of Saigon

The differences in the names used for the same event show us that feelings and views around it are complex and varied.

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## The fall of Saigon

The events of April 30, 1975, caused mass displacement for Vietnamese people, who had to flee the oppression and legacy of the U.S.-Vietnam War.

Many Vietnamese people fled Vietnam by sea, as part of a large group that became known by the U.S. and international media as the Vietnamese Boat People.

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## Discussion

*According to the UN's definition, a refugee is someone escaping conflict and/or violence in their home country. How did the U.S. add to the conflict and violence that occurred in Vietnam from 1961–1973?*

*Given the United States's involvement in Vietnam, did people in the U.S. have an obligation to welcome Vietnamese refugees into their communities? Why or why not?*

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## Vietnamese American refugee stories: Jigsaw

- You will work in your project teams to listen to four different stories from Vietnamese refugees. Each member of your team will listen to a different story; this means you will each only listen to one of the four stories.
- Once in your assigned story, click the "Listen" button to play the audio for the right story.
- As you analyze your assigned source, answer the guiding questions.
- After each member of your team is done analyzing their assigned source, come back together and report what you learned. Write notes in your **Jigsaw** handout based on what your teammates learned listening to the story they were assigned.

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## Jigsaw activity discussion

[First Days Refugee Story 1](#): "I heard on the loudspeaker that they call us refugees"

[First Days Refugee Story 2](#): "My paper said I was a stateless refugee"

[First Days Refugee Story 3](#): "Our family will die at sea, or we will make it to freedom"

[First Days Refugee Story 4](#): "I was on the plane that crashed"

*What lessons can we learn from these Vietnamese American refugees about how we should support refugee communities?*

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## Module 1 Writing Response

**Module Driving Question:** *Why were Vietnamese people displaced in the 1970s?*

Respond to the following short-response question using key vocabulary terms (refugee, displacement, AAPI, asylum, resilience, solidarity, culture, humanity), historical context, and evidence from oral histories.

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## Lesson 1.4: Source Exploration

Name: \_\_\_\_\_



**Directions:** Use the two sources below to answer the guiding questions that follow.

**Source 1:** 1986.5.11209.1 Anti-war demonstration, Seattle, 1965

Credit: Photo permission courtesy of the Museum of History & Industry, Seattle



## Lesson 1.4: Source Exploration

Name: \_\_\_\_\_



**Source 2:** Our government is responsible ... our people must rebuild (Created between 1965–1973).

Public Domain, “free of known copyright restrictions.”

Credit: Library of Congress, Prints & Photographs Division,  
[Reproduction number, e.g., LC-USZ62-90145]





## Lesson 1.4: Source Exploration

Name: \_\_\_\_\_

*What is the overall message created by these sources about the United States's involvement in Vietnam?*

*Given the message in both of these primary sources, how might U.S. society have felt toward Vietnamese people?*

## Lesson 1.4: Source Exploration – Teacher Key

Name: \_\_\_\_\_



**Directions:** Use the two sources below to answer the guiding questions that follow.

**Source 1:** 1986.5.11209.1 Anti-war demonstration, Seattle, 1965

Credit: Photo permission courtesy of the Museum of History & Industry, Seattle



## Lesson 1.4: Source Exploration – Teacher Key

Name: \_\_\_\_\_

**Source 2:** Our government is responsible ... our people must rebuild (Created between 1965–1973).

Public Domain, “free of known copyright restrictions.”

Credit: Library of Congress, Prints & Photographs Division,  
[Reproduction number, e.g., LC-USZ62-90145]



**OUR GOVERNMENT IS RESPONSIBLE**

Young people from all over the world are building the Nguyen Van Troi Children's Hospital in Vietnam as an act of protest and solidarity. The goal is \$500,000.

Send your contributions to:  
U.S. Nguyen Van Troi Hospital Committee  
28 West 15th Street, 7th Floor  
New York, N.Y. 10011  
(212) 529-3010

**OUR PEOPLE MUST REBUILD**

Solidarity with Vietnam • Build the Children's Hospital

Only our government drives anti-personnel bombs and missiles in order to kill and maim the people of Vietnam.  
Over 6,300 600 tons were killed, wounded, and made homeless.  
Over 1,500 schools have been destroyed.  
Over 300 hospitals and medical centers have been destroyed.  
Over 900 churches and synagogues have been destroyed.



## Lesson 1.4: Source Exploration – Teacher Key

Name: \_\_\_\_\_

*What is the overall message created by these sources about the United States's involvement in Vietnam?*

The message created by these two sources is that people in the U.S. did not support U.S. involvement in Vietnam. In one image, people are protesting to stop U.S. involvement in the war; in the other, they are directly recognizing the U.S. government's responsibility for harming people in Vietnam, and their own responsibility to help the Vietnamese.

*Given the message in both of these primary sources, how might U.S. society have felt toward Vietnamese people?*

We might expect U.S. citizens to feel that the Vietnamese people were being harmed by the U.S. involvement in Vietnam and, given that, we might also expect for them to be welcoming toward Vietnamese refugees.

## Lesson 1.4: Jigsaw Handout

Name: \_\_\_\_\_



**Directions:** Use the following chart to access and reflect on the First Days Refugee Story you were assigned. Once in your assigned story, click the “Listen” button to play the audio for the right story. Then, as your team members each share what they learned from their assigned story, fill in the rest of the chart using information they provide.

<b>First Days Refugee Story</b>	<i>What challenges did this person face when they were leaving Vietnam and seeking refuge elsewhere?</i>	<i>What examples of resilience are present in each person’s story?</i>
<a href="#">First Days Refugee Story 1:</a> “I heard on the loudspeaker that they call us refugees”		
<a href="#">First Days Refugee Story 2:</a> “My paper said I was a stateless refugee”		
<a href="#">First Days Refugee Story 3:</a> “Our family will die at sea, or we will make it to freedom”		
<a href="#">First Days Refugee Story 4:</a> “I was on the plane that crashed”		

## Lesson 1.4: Jigsaw Handout

Name: \_\_\_\_\_



<b>Post-Jigsaw Discussion Question</b>	<i>What lessons can we learn from these Vietnamese American refugees about how we should support refugee communities?</i>



## Lesson 1.4: Jigsaw Handout – Teacher Key

Name: \_\_\_\_\_

**Directions:** Use the following chart to access and reflect on the First Days Refugee Story you were assigned. Once in your assigned story, click the “Listen” button to play the audio for the right story. Then, as your team members each share what they learned from their assigned story, fill in the rest of the chart using information they provide.

First Days Refugee Story	What challenges did this person face when they were leaving Vietnam and seeking refuge elsewhere?	What examples of resilience are present in each person’s story?
<a href="#">First Days Refugee Story 1:</a> “I heard on the loudspeaker that they call us refugees”	<i>Hung Nguyen and Phuong Pham talk about the language barrier, having to get used to different customs/foods in the U.S., and economic hardships.</i>	<i>Even though this family faced many sudden changes, they worked to create a connection to their Vietnamese culture. They speak about looking for Vietnamese food staples as a way to stay connected to their home country, and also about the importance of family during hardships.</i>
<a href="#">First Days Refugee Story 2:</a> “My paper said I was a stateless refugee”	<i>This story references having to deal with being displaced, even if years later, the speaker was living a completely normal life. The narrator also had to figure out life in the U.S., which was different, and how to bring his family to the U.S. from Vietnam.</i>	<i>This story shows resilience in the story of the children. They were also refugees, but jumped right into American society with no fear.</i>
<a href="#">First Days Refugee Story 3:</a> “Our family will die at sea, or we will make it to freedom”	<i>Pascale Phuong Dang tells the story of her father, who faced hardships trying to get himself and over 400 other people out of Vietnam, a very challenging task. However, we also get a glimpse into her own refugee story, in which she was separated from her family and waited years to find out they were okay. Family separation is a challenge throughout this source.</i>	<i>This source offers two examples of resilience. One is from the narrator, who had to move forward with her life in the U.S. even as her family was separated and she did not know their fates. Then there is the story of her father, who showed resilience in his journey to reunite his family. He planned for and built a boat, and took many others with him to safety. He faced the possibility of death, but did not waver in his desire to see his family again, and succeeded.</i>

## Lesson 1.4: Jigsaw Handout – Teacher Key

Name: \_\_\_\_\_

<u>First Days Refugee Story 4:</u> “I was on the plane that crashed”	<i>Devaki Murch shares her story as one of the survivors of the plane that crashed during “Operation Babylift.” Her story shows that there were challenges with getting infants and toddlers out of Vietnam. There was a plane crash where many of those children died, as an example of some of the challenges people faced trying to reach new lands after displacement.</i>	<i>The narrator shares how these events have made her resilient: the fact that she could have died like so many others, but didn’t, has led her to think more deeply about her purpose in life.</i>
<b>Post-Jigsaw Discussion Question</b>	<i>What lessons can we learn from these Vietnamese American refugees about how we should support refugee communities?</i>	
<i>For many of us, the stories of these refugees are unimaginable; they faced hardship on a level that many of us have never known. They teach us that in order to support refugees, we need to be empathetic and aware of the challenges they face. They also teach us that we can do more to support refugees as they resettle.</i>		



## Lesson 1.4: Module 1 Writing Response

Name: \_\_\_\_\_

**Directions:** Respond to the module 1 question using key vocabulary terms (refugee, displacement, AAPI, asylum, resilience, solidarity, culture, humanity), historical context, and evidence from oral histories.

**Module 1 driving question:** *Why were Vietnamese people displaced in the 1970s?*



## Lesson 1.4: Module 1 Writing Response – Teacher Key

Name: \_\_\_\_\_

**Directions:** Respond to the module 1 question using key vocabulary terms (refugee, displacement, AAPI, asylum, resilience, solidarity, culture, humanity), historical context, and evidence from oral histories.

**Module 1 driving question:** *Why were Vietnamese people displaced in the 1970s?*

Sample response:

Vietnamese people experienced a civil war in their country after World War II. Vietnam was split between a communist North and a South that claimed to protect democracy. The U.S. was involved in this war until 1973, supporting South Vietnam. After many years of war, the capital, Saigon, fell to northern communist forces in 1975. From 1975–1978, this caused mass displacement for people in Vietnam who had supported the southern government. They fled Vietnam and looked for asylum in countries around the world, including the United States.

## Module Overview

### Module 2: Resettlement Stories

#### Resettling in Washington

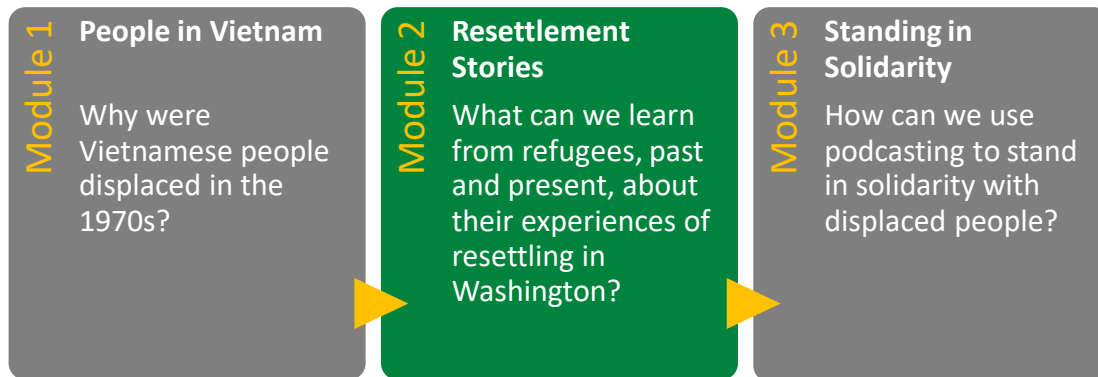


#### Unit Driving Question

What can the experiences of displaced people teach us about community, resilience, and humanity?

#### Module Driving Question

What can we learn from refugees, past and present, about their experiences of resettling in Washington?



#### Module Overview

In this module, students explore the challenges and opportunities that Vietnamese refugees navigated in their displacement and resettlement.

In Lesson 2.1, students reflect on the lessons we can learn from the experiences of Vietnamese refugees and use those lessons to explore recent refugee crises, including the 2021 Afghan refugee crisis. In Lesson 2.2, students listen to the experiences of Vietnamese Americans and look for themes of community, resilience, humanity, and solidarity in their stories. They listen to oral histories and interviews of people standing in solidarity with Vietnamese refugees, and reflect on how they can include aspects of these stories in their final podcasts. In Lesson 2.3, students reflect on what people should consider when telling stories that are not their own, and reflect on the power of storytelling. Lastly, they draw on what they have learned so far in this unit to drive inquiry about the content of their podcasts, and decide which refugee experiences to share in their podcast.

Lesson 2.1: Solidarity & Support (75 minutes)	
<b>Key Standards for Success Criteria</b> <a href="#">G2.6-8.4</a> <a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a>  <b>Success Criteria</b> <b>By the end of the lesson, students will be able to:</b> <ul style="list-style-type: none"><li>Compare the experiences of displaced Vietnamese people with those of other recently displaced people (e.g., from Afghanistan and Ukraine).</li><li>Explain how podcasting can be used to stand in solidarity with displaced communities of the past, present, and future.</li></ul>	In this lesson, students reflect on the experiences of refugees of the past and today. Students listen to stories of communities that welcomed Vietnamese refugees to learn what solidarity looked like in the 1960s and 1970s. Then, students compare the experiences of some modern refugees to identify commonalities. Finally, students reflect on how they can use podcasting to stand in solidarity with people experiencing displacement, as a way to deepen their understanding of this unit's themes: community, resilience, and humanity.

## Module Overview

### Module 2: Resettlement Stories Resettling in Washington



#### Lesson 2.2: Resettlement Histories (100 minutes)

##### Key Standards for Success Criteria

[SSS3.6-8.1](#)

[G2.6-8.4](#)

[G2.6-8.5](#)

[CCSS.ELA-LITERACY.RH.6-8.2](#)

##### Success Criteria

**By the end of the lesson, students will be able to:**

- Analyze Vietnamese refugee stories in the United States for evidence of community, resilience, and humanity.
- Identify the message that will be the focus of their podcast.

In this lesson, students read a firsthand story of resettlement by Vietnamese American refugee Linda Thong, and reflect on how sharing her story can help motivate others to stand in solidarity with displaced communities. Then, students research displaced communities, with a continued focus on Vietnamese American refugee communities, and reflect on their experiences. Finally, drawing on their research and working with their podcast team, students select the focus for their podcast.

#### Lesson 2.3: Research Your Podcast (80 minutes)

##### Key Standards for Success Criteria

[SSS2.6-8.1](#)

[SSS2.6-8.2](#)

[SSS4.6-8.1](#)

[SSS4.6-8.2](#)

[CCSS.ELA-LITERACY.RH.6-8.2](#)

##### Success Criteria

**By the end of the lesson, students will be able to:**

- Identify the elements of responsible storytelling, for when we are sharing stories that are not our own.
- Collaboratively research the focus of my team's podcast.
- Answer the module driving question.

In this lesson, students participate in a collaborative activity and discussion that aim to identify what students must consider when telling stories that are not their own. Then, students work in their podcast teams to outline (i.e., storyboard) the content and flow of their podcast conversation. Finally, drawing on what they have learned in Module 2, students respond to the module driving question.

#### Module Assessments

- **Lesson 2.1:** Poem Analysis
- **Lesson 2.2:** Resettlement Histories Notes Organizer, Developing Your Podcast
- **Lesson 2.3:** Podcast Research & Outline, Module 2 Writing Response

#### Vocabulary

- Students are working with the same vocabulary they were introduced to in Module 1.

## Lesson 2.1: Solidarity & Support

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*What can we learn from refugees, past and present, about their experiences of resettling in Washington?*

### Learning Targets

I can:

- Compare the events and experiences of the 2021 Afghan refugee crisis with the Vietnamese refugee crisis of the 1970s.
- Reflect on how I can use podcasting to stand in solidarity with displaced communities of the past, present, and future.

### Purpose

In this lesson, you will reflect on the experiences of refugees of the past and today. You will listen to stories of communities that welcomed Vietnamese refugees to learn what solidarity looked like in the 1960s and 1970s. Then, you will compare the experiences of some modern refugees to identify commonalities. Finally, you will reflect on how you can use podcasting to stand in solidarity with people experiencing displacement, as a way to deepen your understanding of this unit's themes: community, resilience, and humanity.



### Lesson Steps

1. **Analyze a student poem on the refugee experience in the U.S.:** Read [“Refuge”](#) by Jason Fotso and complete the [Poem Analysis](#) handout to learn from one student’s perspective of their experience as a student watching the world react to the Syrian refugee crisis in 2015. Discuss your responses in a small group. Then, review the graph in the article [“Washington state agencies prepare for newest wave of refugee arrivals”](#) to learn about refugee resettlement in Washington from 2010–2021.
2. **Analyze displacement and resettlement as an ongoing issue:** Watch the videos [“Afghanistan crisis explained for kids”](#) and [“How Seattle’s Vietnamese community is helping Afghan refugees”](#) to learn about the displacement and resettlement of Afghan refugees in 2021. Identify how their refugee experiences, regardless of the reason for displacement, are similar to or different from those of the Vietnamese refugees you learned about previously.
3. **Reflect on podcasting stories of solidarity:** Listen to a podcast highlighting a refugee’s story and an example of solidarity, and discuss the extent to which podcasting can serve as a tool to support refugees in our community. Then, as a team, review the [Podcast Rubric](#) in preparation for your final project and revisit your *Know & Need to Know* chart.

### Explore More

- PBS video: [“Southeast Asian Refugees”](#)
- *The New York Times* article: [“50 years after Vietnam, thousands flee another lost American war”](#)
- *The Atlantic* video: [“The truth about American towns that welcome refugees”](#)
- Anera blog post: [“World Refugee Day 2020: The best ways to support refugees”](#)

## Teacher Guide

### Lesson 2.1: Solidarity & Support Resettling in Washington



## Teacher Preparation Notes

Pacing		
Lesson Timing:	75 minutes	
Standards		
✓ <a href="#">WA</a>	<b>G2.6-8.4:</b> Explain the role of immigration in shaping societies in the past or present.	
✓ <b>CCSS</b>	<b><a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a>:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li>• <a href="#">“Refuge” by Jason Fotso</a></li><li>• <a href="#">“Washington state agencies prepare for newest wave of refugee arrivals”</a></li><li>• <a href="#">“Afghanistan crisis explained for kids”</a></li><li>• <a href="#">“How Seattle’s Vietnamese community is helping Afghan refugees”</a></li><li>• <a href="#">Poem Analysis</a></li><li>• <a href="#">Podcast Rubric</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Lesson 2.1 Slide Deck</a></li><li>• <a href="#">Poem Analysis – KEY</a></li><li>• <a href="#">“The guy who steered the ship”</a></li><li>• <a href="#">“Sound of freedom”</a></li><li>• <i>Know &amp; Need to Know Chart</i> (Lesson 1.2)</li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>
Lesson Overview		
<p>In this lesson, students reflect on the experiences of refugees of the past and today. Students listen to stories of communities that welcomed Vietnamese refugees to learn what solidarity looked like in the 1960s and 1970s. Then, students compare the experiences of some modern refugees to identify commonalities. Finally, students reflect on how they can use podcasting to stand in solidarity with people experiencing displacement, as a way to deepen their understanding of this unit’s themes: community, resilience, and humanity.</p>		
Teacher Preparation		
<ul style="list-style-type: none"><li>• <b>Step 2: Preview the Teacher Tip about Ukraine.</b> Decide whether or not you will bring up the conflict in Ukraine as an example after reading the Teacher Tip in Step 2.</li><li>• <b>Step 3: Preview podcast sources.</b> Decide whether you want students to listen to one or two podcasts during Step 3. if you only have time for them to listen to one each, use a jigsaw activity.</li><li>• <b>Step 3: Preview the Teacher Tip about podcast length.</b> Decide what the right length for student podcasts should be, and provide this guidance as students review the <b>Podcast Rubric</b>.</li></ul>		



## Lesson Steps in Detail

### Step 1: Analyze a student poem on the refugee experience in the U.S.

**(20 min)**

**Purpose:** Students read a poem about refugees, written by a then-18-year-old student, that encourages them to think about the positive and negative ways that people see refugees. Students walk away from this step understanding that the way that refugees are perceived has a direct effect on how those refugees are treated.

**You might say:** *The way we see other people, and our willingness to accept those who are different from us, have a huge impact on how people are treated in our communities. We are going to explore the relationship between how people are seen and how they are treated a little more through the following poem.*

**[Slide 2] Read a poem about refugees to support an initial discussion on empathy.**

- Distribute the [Poem Analysis](#) handout and review the directions with students.
- Read the poem “[Refuge](#)” by Jason Fotso aloud and invite students to follow along.
- Prompt students to respond to the guiding questions, then discuss their responses in small groups.

**[Slides 3–4] Facilitate a discussion about refugees in our own communities.**

- Display the graph from the article [“Washington state agencies prepare for newest wave of refugee arrivals”](#) and read the article aloud.
  - Consider sharing the link to the article so students can follow along as you read.
- Invite students to discuss their answers to the questions below with a classmate, then share out whole-class.
  - *What do you notice and wonder about the different groups that have resettled in Washington?*
  - *What challenges do you think people might face when they are resettling in Washington? Do those challenges change depending on the country they were displaced from?*
  - *What opportunities do you think people might have when they resettle in Washington? What factors might influence the opportunities they have?*

**You might say:** *In this module, we are going to hear stories directly from Vietnamese Americans, and other people who stood in solidarity with and demonstrated compassion and empathy toward Vietnamese American refugees. We’ll also learn about people who chose to make the lives of Vietnamese American people more difficult and refused to welcome them into their community out of misplaced fear. By exploring all of these stories, we will gain insight into community, humanity, and resilience. We will take these lessons with us when we think about how we can support refugee communities today.*

### Teacher Tip: Discussing Resettlement

Given the reality of increased displacement around the world right now, there is a possibility that you are discussing this subject with students who have faced displacement in their own lives. When we consider economic displacement due to factors like a lack of affordable housing options within the U.S., that number of students increases. Here are some resources you can explore to further inform how you can mindfully facilitate and support these discussions in your classroom.

- Colorín Colorado: [“How to support refugee students in your school community”](#)
- UNHCR: [“Teaching about refugees”](#)
- Edutopia: [“5 trauma-informed strategies for supporting refugee students”](#)

**Lesson 2.1: Solidarity & Support**  
**Resettling in Washington****Step 2: Analyze displacement and resettlement as an ongoing issue****(25 min)**

**Purpose:** Students connect their thinking around Vietnamese American refugees to another group facing a refugee crisis today: the Afghan people. Students learn a little about the Afghan refugee crisis, then hear about a group of Vietnamese Americans who are helping with the Afghan resettlement.

**You might say:** *Vietnamese American refugees are one of many groups of people that have experienced displacement and resettled in the United States. There are many examples from the past and present of people facing the hardships of displacement. In 2021, Afghan people faced displacement when the United States ended its military operation in Afghanistan. We are going to hear how Vietnamese Americans stood up to support Afghan refugees as they were displaced and resettled in the United States.*

**[Slide 5] Play the video [“Afghanistan crisis explained for kids”](#) in its entirety [5:36].**

- Explain to students that this video depicts a recent series of events that lead to the displacement and resettlement of a group of people.
- Review guiding questions with students before playing the video.
  - *What similarities do you notice between the Afghan refugee crisis and the Vietnamese refugee crisis?*
    - Possible response: Some similarities include: the existence of conflict between two groups trying to establish their rule in the country, causing instability; and having to live under an oppressive government, causing harm. There is also a similarity between the Taliban’s capture of the capitol and the fall of Saigon: both signify the fall of one government and the rise of another. Finally, there is the commonality of U.S. forces leaving both territories after exerting their authority there for many years, which also caused instability.
  - *What might Afghan refugees be feeling as they are being displaced? What might they need as they resettle?*
    - Possible response: Responses will vary, but you should push students to identify specific emotions to build the idea of empathy through this lesson. Some examples include fear, sadness, grief, uncertainty, confusion, resentment, and maybe hope that things will improve. This helps us understand that displaced people need empathy and humanity, as well as for people in their new countries to help them navigate these heavy feelings.
- Invite students to turn and talk, and share their responses with one other student.

**[Slide 6] Play the video [“How Seattle’s Vietnamese community is helping Afghan refugees”](#) in its entirety [8:05].**

- Explain to students that this is just one example of a group of people stepping up to support Afghan refugees during their displacement and resettlement in 2021.
- Review guiding questions with students before playing the video.
  - *Why are Vietnamese American refugees in Seattle helping Afghan refugees?*
    - Possible response: Vietnamese Americans are welcoming Afghan refugees because they understand what it feels like to be displaced from your country, and to resettle in another country while also dealing with that loss. The similarities in the United States’s involvement and then abandonment in their home country also makes them want to help the Afghan community.
  - *What can the actions of Vietnamese Americans teach us about showing humanity toward refugees?*
    - Possible response: These actions teach us that there are many ways to support displaced people, and how similarities between communities in the U.S. that have resettled can drive us to help those facing displacement today.
- Invite students to turn and talk, and share their responses with one other student.

## Teacher Guide

### Lesson 2.1: Solidarity & Support Resettling in Washington



[Slide 7] **Facilitate a whole-class discussion.** Invite students to participate in a discussion about how we can support refugees.

- *Based on what we have learned about the Vietnamese and Afghan refugee experiences, what can individuals and communities do to help displaced people recover as they resettle?*

#### Teacher Tip: Discussing Ukraine

In 2022, the issue of displacement has been playing out on social media and mass media due to the Russian invasion of Ukraine. The people of Ukraine are facing displacement and looking for refuge around the world. The Ukrainian refugee crisis has also shed light on the issue of how refugees are treated differently around the world depending on their race. It is a challenging and complex topic to unpack, and one that you can discuss with students if you are able to extend this lesson. Here are some resources you might consider:

- CBS video: [“Ukrainian refugees flee war at home”](#)
- Vox article: [“Europe’s embrace of Ukrainian refugees, explained in six charts and one map”](#)
- NowThis News video: [“Hypocritical media coverage of Ukraine vs. the Middle East”](#)

### Step 3: Reflect on podcasting stories of solidarity

(30 min)

**Purpose:** Students listen to two podcasts in a jigsaw activity and discuss the role that podcasting can play in standing in solidarity with displaced communities.

**You might say:** *After hearing more about a different refugee community and connecting it to the lessons we have learned from Vietnamese American refugees, it is time to reflect more deeply on how we will highlight through our final project what we have learned about showing humanity to displaced people.*

#### Teacher Tip: Storytelling

We’re going to use storytelling for our final project because it’s an important part of creating deeper understanding. If you have time to extend this lesson, play the BBC video [“The science of storytelling”](#) in its entirety [4:37] to help students consider the power of storytelling.

- Before playing the video, share with students two guiding questions:
  - *How can stories shape the ways in which people see the world?*
  - *What about how people see marginalized groups, specifically?*
- Invite students to share their responses in small groups, then ask:
  - *Even though the video talked mostly about books, how can the information about storytelling help us understand the purpose of our final project podcast?*

[Slide 8] **Play a podcast episode highlighting a story of solidarity toward Vietnamese refugees.**

- Review the guiding questions below with students, then play one of the two podcast episodes ([“The guy who steered the ship”](#) and [“Sound of freedom”](#)). Each one is about 16 minutes long.
  - *How does this story inspire its audience to show humanity and solidarity toward displaced people?*
  - *What stood out to you in terms of how this story was told?*

### Lesson 2.1: Solidarity & Support Resettling in Washington



[Slide 9] **Connecting to your final project.** Distribute copies of the [Podcast Rubric](#). As students read through the rubric, invite them to discuss the following questions as a podcast team:

- *What ideas do you have for creating a podcast?*
- *What questions do you still have about creating a podcast?*

[Slide 10] **Invite students to update their *Know & Need to Know* chart.**

- This is a good opportunity to update your class *Know & Need to Know* chart that you established in Lesson 1.2, particularly around the questions:
  - *What do you know about creating a podcast?*
  - *What questions do you have about creating a podcast?*
- Students should work as a team to update their chart before sharing as a whole class.

#### Teacher Tip: “The Right Length” Rubric Guidance

The rubric includes a row about “delivery.” In this section of the rubric, students are asked to make their podcast “just the right length.” We wanted to leave this open for you to decide what the right length might be, given the amount of time students have to complete their podcast in your class. We suggest guiding students to create a podcast that is 5–6 minutes long, but you should choose the length given your class’s needs.



## Lesson 2.1: Solidarity & Support

educuri:us  
learning that connects



## "Refuge" by Jason Fotso

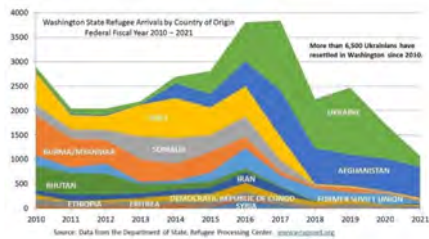
- What is the author's point of view about how refugees in the United States are treated, and why they are treated this way?
- Now, read the poem from the bottom to the top, this time ignoring the punctuation and using the space between stanzas as stopping points. How does the author's message change? What does it become?
- Which version of the poem references community and inspires humanity? How?

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## Refugee resettlement in Washington



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3



## Refugee communities graph

- What do you notice and wonder about the different groups that have resettled in the Washington?
- What challenges do you think people might face when they are resettling in Washington? Do those challenges change depending on the country they were displaced from?
- What opportunities do you think people might have when they resettle in Washington? What factors might influence the opportunities they have?

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## Afghanistan refugee crisis

- What similarities do you notice between the Afghan refugee crisis and the Vietnamese refugee crisis?
- What might Afghan refugees be feeling as they are being displaced? What might they need as they resettle?



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## Seattle's Vietnamese community helping Afghan refugees

- Why are Vietnamese American refugees in Seattle helping Afghan refugees?
- What can the actions of Vietnamese Americans teach us about showing humanity toward refugees?



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## Discussion

*Based on what we have learned about the Vietnamese and Afghan refugee experiences, what can individuals and communities do to help displaced people recover as they resettle?*

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## Solidarity podcast

*How does this story inspire its audience to show humanity and solidarity toward displaced people?*

*What stood out to you in terms of how this story was told?*

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## Podcast Rubric

*What ideas do you have for creating a podcast?*

*What questions do you still have about creating a podcast?*

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## Know & Need to Know chart

As a podcast team, identify what you've learned about Vietnamese people, solidarity, Asian Americans, podcasts, or the general purpose of the unit so far.

Make sure to be as detailed as possible, and particularly consider your understanding of your podcast project after reviewing the rubric.

Journal by [J.D. Brown](#) & [K. Brown](#) © 2020. Licensed under [CC BY-NC-SA](#).

What you've learned about the general purpose of the unit so far	What you've learned about the general purpose of the unit so far
What you've learned about the general purpose of the unit so far	What you've learned about the general purpose of the unit so far
What you've learned about the general purpose of the unit so far	What you've learned about the general purpose of the unit so far

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## Lesson 1.4: Poem Analysis

Name: \_\_\_\_\_



**Directions:** Read the poem below, [“Refuge”](#) by Jason Fotso. Follow the punctuation; ignore the spacing. Then, answer the analysis questions that follow.

Refuse these refugees.

Too great a cost awaits if we

open

our homes and hearts

for all those displaced

children.

Close our doors on

desperate men.

Only

the ignorant play host to hatred.

Remaining oblivious puts us in the wrong

hands.

May we pay heed as they bleed into our

nation.

They indeed share the blood of our

enemy.

Our own

are endangered by

too

many

of those seeking entry.

We have forgotten

the promise

Lady Liberty casts light on.

In this darkest hour

terror

reigns victorious over

the people

of

power.

The

fear itself

conquers

the home of the brave.

## Lesson 1.4: Poem Analysis

Name: \_\_\_\_\_



### Poem Analysis Questions

1. What is the author's point of view about how refugees in the United States are treated, and why they are treated this way?
2. Now, read the poem from the bottom to the top, this time ignoring the punctuation and using the space between stanzas as stopping points. How does the author's message change? What does it become?
3. Which version of the poem references community and inspires humanity? How?

## Lesson 1.4: Poem Analysis – Teacher Key



Name: \_\_\_\_\_

**Directions:** Read the poem below, [“Refuge”](#) by Jason Fotso. Follow the punctuation; ignore the spacing. Then, answer the analysis questions that follow.

Refuse these refugees.

Too great a cost awaits if we

open

our homes and hearts

for all those displaced

children.

Close our doors on

desperate men.

Only

the ignorant play host to hatred.

Remaining oblivious puts us in the wrong

hands.

May we pay heed as they bleed into our

nation.

They indeed share the blood of our

enemy.

Our own

are endangered by

too

many

of those seeking entry.

We have forgotten

the promise

Lady Liberty casts light on.

In this darkest hour

terror

reigns victorious over

the people

of

power.

The

fear itself

conquers

the home of the brave.

## Lesson 1.4: Poem Analysis – Teacher Key

Name: \_\_\_\_\_



### Poem Analysis Questions

1. What is the author's point of view about how refugees in the United States are treated, and why they are treated this way? **Possible response:** According to the poem, fear is often behind how refugees are perceived and treated. The author suggests that people in the U.S. allow their fear of people who are different from them inform how they treat those people, and whether or not they welcome them as refugees.
2. Now, read the poem from the bottom to the top, this time ignoring the punctuation and using the space between stanzas as stopping points. How does the author's message change? What does it become? **Possible response:** When we read the poem from the bottom up, the message changes to how we can unite under the principles we claim to uphold as a nation (such as bravery and freedom) to stand with refugees and welcome them into our communities. The message becomes about empathy instead of fear.
3. Which version of the poem references community and inspires humanity? How? **Possible response:** The second version of the poem references community by using the word 'our' in talking about how we can open up our community to welcome refugees. It inspires humanity because it pushes us to step away from fear and toward actions that support refugees.

## Lesson 2.1: Podcast Rubric

Name: \_\_\_\_\_



	<b>Award-Winning Podcast Producers</b>	<b>Popular Podcast Producers</b>	<b>Developing Podcast Producers</b>	<b>Feedback</b>
<b>Scriptwriting</b> <a href="#">CCSS.ELA-LITERACY.W.7.2</a>	Write clear, well-organized scripts free of errors. Tell stories in a highly interesting way. Use language appropriate for the purpose and audience.	Write clear, organized scripts with few errors. Tell stories in an interesting way. Use language appropriate for the purpose and audience.	Write somewhat organized scripts, but with some errors. Tell stories in an uninteresting way. Use language that may not be appropriate for the purpose and audience.	
<b>Introduction &amp; Conclusion</b> <a href="#">CCSS.ELA-LITERACY.W.7.2.A</a>	Establish a clear purpose for the podcast with a catchy, informative introduction. Tie content together in a concise, clear, and interesting conclusion.	Describe the topic and engage the audience with an introduction. Tie content together in a conclusion.	Give a vague purpose for the podcast in an introduction, but do not engage listeners. Do not tie content together clearly in a conclusion.	
<b>Content</b> <a href="#">D1.5.6-8</a> <a href="#">D2.His.3.6-8</a>	Provide accurate historical content that teaches listeners something insightful about the refugee community you are highlighting and builds a message of solidarity, humanity, and resilience. Show evidence of thorough research.	Provide historical content that is mostly accurate and teaches listeners something about the refugee community you are highlighting while somewhat building a message of solidarity, humanity, and resistance. Show evidence of research.	Provide historical content that is of inconsistent quality and accuracy. Show little evidence of research.	
<b>Delivery</b> <a href="#">CCSS.ELA-LITERACY.SL.7.4</a>	Use a conversational tone with a smooth delivery, lively voice, and pacing that keeps listeners hooked and focused on content. Make it just the right length.	Use a natural-sounding tone with a mostly smooth delivery, and a voice and pacing that keep listeners engaged. Make it just the right length.	Use a monotonous voice and uneven pacing, so it is difficult for listeners to stay focused. May make it too short or too long.	
<b>Message of Solidarity</b> <a href="#">D2.CIV.1.6-8</a>	Integrate a strong message of solidarity for refugee communities.  Include clear steps that listeners can take to support refugee communities.	Integrate a strong message of solidarity for refugee communities.	Somewhat integrate a message of solidarity toward refugee communities, but without including clear information about how to support them.	



## Lesson 2.2: Resettlement Histories

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*What can we learn from refugees, past and present, about their experiences of resettling in Washington?*

### Learning Targets

I can:

- Read a Vietnamese refugee story about resettling in the United States.
- Research Vietnamese refugee experiences and communities in Washington for evidence of humanity, community, and resilience.
- Identify a person, community, or event impacted by a refugee crisis to highlight in your podcast.

### Purpose

In this lesson, you will read a firsthand story of resettlement by Vietnamese American refugee Linda Thong, and reflect on how sharing her story can help motivate others to stand in solidarity with displaced communities. Then, you will research displaced communities, with a continued focus on Vietnamese American refugee communities, and reflect on their experiences. Finally, drawing on your research and working with your podcast team, select the focus for your podcast.



### Lesson Steps

1. **Read Linda Thong's story:** Using your [Resettlement Histories Notes Organizer](#), read a story of displacement. Work with your project teams to unpack the message behind this story and how it can be used to help people in your community show humanity toward refugees.
2. **Listen to stories of Vietnamese resettlement:** Use your Resettlement Histories Notes Organizer to listen to stories of resettlement in the U.S. for evidence of the themes of humanity, community, and resilience.
3. **Research where refugees resettled:** Use the [One-Pager](#) and the Resettlement Histories Notes Organizer to learn more about displaced communities that have resettled in your region and identify refugee stories you could share in your podcast.
4. **Develop your podcast message:** Watch the National Geographic video "[Developing your audio story,](#)" then work through the [Developing Your Podcast](#) handout with your podcast team to identify the message of solidarity you want to build.

### Explore More

- University of Washington Digital Collections: "[Tacoma community history project](#)"
- University of Washington: "[Blood, sweat, and tears: Nhung and Thanh Huynh's oral history](#)"
- Library of Congress video: "[Journey to freedom: The Boat People retrospective](#)"
- Website: [Immigrant Archive Project](#) (oral histories)

## Teacher Guide

### Lesson 2.2: Resettlement Histories Resettling in Washington



#### Teacher Preparation Notes

Pacing		
Lesson Timing:	100 minutes	
Standards		
✓ <a href="#">WA</a>	<b>SSS3.6-8.1:</b> Engage in discussion, analyzing multiple viewpoints on public issues. <b>G2.6-8.4:</b> Explain the role of immigration in shaping societies in the past or present. <b>G2.6-8.5:</b> Explain examples of cultural diffusion in the world from the past or present.	
✓ <b>CCSS</b>	<b><a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a>:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li>• <a href="#">“A Vietnamese refugee tells her story”</a></li><li>• <a href="#">Developing your audio story</a></li><li>• <a href="#">Resettlement Histories Notes Organizer</a></li><li>• <a href="#">One-Pager</a></li><li>• <a href="#">Developing Your Podcast</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Lesson 2.2 Slide Deck</a></li><li>• <a href="#">Resettlement Histories Notes Organizer – KEY</a></li><li>• <a href="#">Developing Your Podcast – KEY</a></li><li>• <a href="#">“Why Ukrainian refugees prefer resettling in Washington state”</a></li><li>• <a href="#">“How Afghan and Ukrainian refugee resettlement compares in WA”</a></li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>
Lesson Overview		
<p>In this lesson, students read a firsthand story of resettlement by Vietnamese American refugee Linda Thong, and reflect on how sharing her story can help motivate others to stand in solidarity with displaced communities. Then, students research displaced communities, with a continued focus on Vietnamese American refugee communities, and reflect on their experiences. Finally, drawing on their research and working with their podcast team, students select the focus for their podcast.</p>		
Teacher Preparation		
<ul style="list-style-type: none"><li>• <b>Step 2: Review sources that spiral.</b> Students engaged with these sources in Lessons 1.1 and 1.3, and are doing so again in this step, but for a different purpose. Review what students learned about these sources in the prior lessons, and be prepared to support students to build on that knowledge and understanding.</li></ul>		

**Lesson Steps in Detail****Step 1: Read Linda Thong's story****(20 min)**

**Purpose:** Students unpack the message behind Linda Thong's story of displacement and resettlement, while thinking about the importance of sharing stories of resettlement with others. Then, students reflect on how to tell stories in a way that is respectful toward the communities they are highlighting.

**You might say:** *We've been discussing the power of storytelling and how we will use our final product to highlight stories of humanity, resilience, and community in Vietnamese American refugee communities. Let's reflect on the importance of telling these stories, and on how we can do so respectfully even when the experiences described are unlike our own.*

**[Slide 2] Prepare students to read Linda Thong's story.**

- Prompt students to organize into their podcast teams.
- Provide each student with a copy of the ["A Vietnamese refugee tells her story"](#) transcript and the [Resettlement Histories Notes Organizer](#), then review the organizer's directions and questions together.
- Invite podcast teams to read through the transcript together and respond to the questions.

**[Slide 3] Facilitate a discussion.** Invite students to discuss in their podcasting teams, then share out whole-class.

- *What should we be mindful of when we highlight a story of someone outside of our community?*
- *How can we tell other people's stories in a respectful way?*

**Step 2: Listen to stories of Vietnamese resettlement****(20 min)**

**Purpose:** Students learn about several stories of Vietnamese American resettlement. As students listen to these stories, they look for evidence of the three themes in this unit (humanity, resilience, and community) and for missed opportunities, when people in Washington could have done more to support resettlement.

**You might say:** *We are now going to explore three primary sources that highlight several experiences of Vietnamese American refugees. As we look at these sources, remember to look for evidence of community, resilience, and humanity. We will also reflect on what more could have been done. As resilient as the Vietnamese American community is, the experiences of Vietnamese refugees could have been a lot less traumatic if they'd had more support from their new communities as they resettled. We can learn how to better support displaced people by reflecting on how we have treated them in the past.*

**[Slide 4] Review the themes students will use in their Source Exploration.**

- **Community:** *What examples do we see in this source of Vietnamese American refugees being welcomed into a community or creating their own?*
- **Humanity:** *What examples do we see in this source of actions that helped support Vietnamese Americans in general, or that helped the narrator specifically?*
- **Resilience:** *What examples do we see in this source of resilience by the narrator or people in their community?*
- **Missed opportunities:** *What examples do we see in this source of moments when people could have been more supportive of Vietnamese American refugees? What could have been done differently?*

**Lesson 2.2: Resettlement Histories****Resettling in Washington****[Slide 5] Prepare students to analyze sources.**

- Direct students to the Source Exploration section of their **Resettlement Histories Notes Organizer**, then review the directions and sources with students.
  - Source 1: [“I heard on the loudspeaker that they call us refugees”](#) [3:27]
    - Point out to students that once they open the source link, they will need to click the “Listen” button to play the audio for the right story.
  - Source 2: [“Vietnamese Refugees in Washington”](#) [8:18]

**[Slide 6] Facilitate a discussion on student findings from their Source Exploration.** Ask:

- *Which moments stood out for you as clear examples of solidarity toward Vietnamese American refugees?*
- *Which moments stood out for you as clear examples of when people could have shown more humanity toward and more solidarity with refugees?*

**Step 3: Research where refugees resettled****(40 min)**

**Purpose:** Students learn more about communities that resettled in their region, the circumstances that led to their displacement, and what resettlement in Washington looked like for them. Whenever possible, students are encouraged to research Vietnamese American refugees near them, which will help with the focus of their podcast.

**You might say:** *We have been talking about Vietnamese American refugees and their resettlement in Washington. But, as we started to discuss yesterday, there are many communities that have faced displacement and had to resettle in the United States.*

**[Slide 7] Display the refugee resettlement infographic in the article [“Washington state agencies prepare for newest wave of refugee arrivals.”](#)**

**You might say:** *We saw this infographic in our last lesson and noticed how people from different countries have resettled in Washington. Today we are going to deepen our understanding by researching refugee communities in the state where we live, the factors that led to their displacement, and the challenges and opportunities these communities faced as they resettled.*

**[Slide 8] Facilitate student research.**

- Direct students to Part 3 of their **Resettlement Histories Notes Organizer** and review the directions.
- Project the [One-Pager](#) from Washington’s Office of Refugee and Immigrant Assistance, then identify a refugee community to research. Point out the table titled “Where do refugees resettle in Washington?” and the graph titled “Washington State Refugee Arrivals.”
  - If students have limited experience with independent research, consider sharing resources with them to support guided research on one of the groups, such as Ukrainian refugees.
    - [“Why Ukrainian refugees prefer resettling in Washington state”](#)
    - [“How Afghan and Ukrainian refugee resettlement compares in WA”](#)

**[Slide 9] Facilitate a whole-class share-out on what students learned from their research.**

- Invite students to share their research as teams. Ask:
  - *What new information did you learn about refugee communities?*

### Lesson 2.2: Resettlement Histories

#### Resettling in Washington



#### Step 4: Develop your podcast message

(20 min)

**Purpose:** Students watch a video of the thinking that goes into developing an audio story before they reflect on and develop the message behind their podcast.

**You might say:** *You all will be creating a podcast about standing in solidarity with communities that are facing displacement today, through the lessons we have learned from different people and groups in the Vietnamese American community. This means that as podcast teams, you'll need to have a clear purpose and message for your podcast before you start to research and record it. In this last part of our lesson, we will reflect on the message we want to send through our podcast.*

**[Slide 10] Play the National Geographic video about [developing an audio story](#) in its entirety [7:42].**

- Distribute the [Developing Your Podcast](#) handout and review the Part 1 directions and questions with students.

**[Slide 11] Help students develop their podcast message.**

- Direct students to Part 2 of their **Developing Your Podcast** handout and review the directions.

**You might say:** *By developing the message of your podcast first, you can make sure to prioritize your message as you research and develop the rest. While parts of your messaging might change by the time you get to your final podcast, the overall purpose—to stand in solidarity with refugee groups—should be your guiding force through this process.*



## Lesson 2.2: Resettlement Histories

educur<sup>i</sup>ous  
learning that connects



## Linda Thong's story

- *What message about the experiences of Vietnamese refugees is created through the telling of this story?*
- *If people in your region were to read this story, what lesson would you want them to walk away with, when it comes to how refugees should be treated?*
- *If you were to highlight this story on a podcast, what might you add to clarify the message you want people to walk away with?*

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2



## Discussion

- *What should we be mindful of when we highlight a story of someone outside of our community?*
- *How can we tell other people's stories in a respectful way?*

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3



## Themes

**Community:** What examples do we see in this source of Vietnamese American refugees being welcomed into a community or creating their own?  
**Humanity:** What examples do we see in this source of actions that helped support Vietnamese Americans in general, or that helped the narrator specifically?  
**Resilience:** What examples do we see in this source of resilience by the narrator or people in their community?  
**Missed opportunities:** What examples do we see in this source of moments when people could have been more supportive of Vietnamese American refugees? What could have been done differently?

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4



## Look for evidence of themes in each story

- Source 1: ["I heard on the loudspeaker that they call us refugees"](#) [3:27]
- Source 2: ["Vietnamese Refugees in Washington"](#) [8:18]

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5



## Discussion

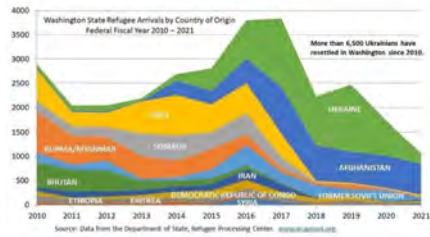
- *What moments stood out for you as clear examples of solidarity toward Vietnamese American refugees?*
- *What moments stood out for you as clear examples of when people could have shown more humanity toward and more solidarity with refugees?*

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## Refugee resettlement in Washington



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7



## Research

- You will be working in podcast teams to research refugee communities in Washington.
- You will work to finish your **Resettlement Histories Notes Organizer**.
- After you are done with your research, we will discuss what we learned as a class.

<Include any guidance on how students should complete their team research depending on your class structure>

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8



## Discussion

What new information did you learn about refugee communities?

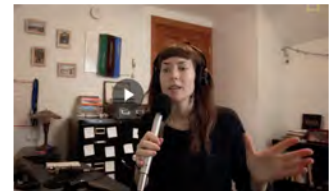
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9



## Developing an audio story (video)

- How did the speaker land on the focus of the story they were going to tell? What ideas and questions did they consider?
- What did the speaker say about the elements of research, outlining, sound, and characters/individuals in their studio story?



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10



## Developing your podcast message

- Individually brainstorm one idea you have for the message of solidarity with refugees that you want to create through your podcast.
- Share your ideas with your podcast team and write them all down in one place.
- As a team, decide the message you will communicate in your podcast, then write that message down in 1–2 sentences.

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## Lesson 2.2: Resettlement Histories Notes Organizer

Name: \_\_\_\_\_



### Linda Thong's Refugee Story

**Part 1 directions:** Read the transcript of Linda Thong's story (["A Vietnamese refugee tells her story"](#)), and then answer the questions below.

1. What message about the experiences of Vietnamese refugees is created through the telling of this story?
2. If people in your region were to read this story, what lesson would you want them to walk away with, when it comes to how refugees should be treated?
3. If you were to highlight this story in a podcast, what might you add to clarify the message you want people to walk away with?

## Lesson 2.2: Resettlement Histories Notes Organizer

Name: \_\_\_\_\_



### Source Exploration

**Part 2 directions:** Watch or listen to each source and complete the exploration chart.

**Source 1:** First Days Story Project, [“I heard on the loudspeaker that they call us refugees”](#) [3:27]

<b>Community:</b> What examples do we see in this source of Vietnamese American refugees being welcomed into a community or creating their own?	<b>Humanity:</b> What examples do we see in this source of actions that helped support Vietnamese Americans in general, or that helped the narrator specifically?	<b>Resilience:</b> What examples do we see in this source of resilience by the narrator or people in their community?	<b>Missed opportunities:</b> What examples do we see in this source of moments when people could have been more supportive of Vietnamese American refugees? What could have been done differently?

**Source 2:** [“Vietnamese Refugees in Washington”](#) [8:18]

<b>Community:</b> What examples do we see in this source of Vietnamese American refugees being welcomed into a community or creating their own?	<b>Humanity:</b> What examples do we see in this source of actions that helped support Vietnamese Americans in general, or that helped the narrator specifically?	<b>Resilience:</b> What examples do we see in this source of resilience by the narrator or people in their community?	<b>Missed opportunities:</b> What examples do we see in this source of moments when people could have been more supportive of Vietnamese American refugees? What could have been done differently?

## Lesson 2.2: Resettlement Histories Notes Organizer

Name: \_\_\_\_\_



### Researching Refugee Communities in Washington

**Part 3 directions:** Work in podcast teams to research refugee communities in the state. Use the guidance below and an internet search engine, such as Google, to complete your research. Some of the information will be easy to find, while other information may be more challenging to source and corroborate.

Using the One-Pager from Washington's Office of Refugee and Immigrant Assistance, identify a refugee community to research.	
What is the <b>history</b> of this group of people? How did they end up in Washington?	
What was the <b>experience</b> of refugees in Washington? What <b>challenges</b> did they face?	
What examples of <b>solidarity</b> exist in how this community was treated by the people in your city/state/region?	
<b>Any other relevant information:</b> You can include anything you found interesting in your research; current news about the group of people you researched; or any economic, political, or social issues that this group is currently facing.	
<b>Sources:</b> Link or list your research sources here.	

## Lesson 2.2: Resettlement Histories Notes Organizer – Teacher Key



Name: \_\_\_\_\_

### Linda Thong's Refugee Story

**Part 1 directions:** Read the transcript of Linda Thong's story (["A Vietnamese refugee tells her story"](#)), and then answer the questions below.

1. What message about the experiences of Vietnamese refugees is created through the telling of this story? **Possible response:** Vietnamese refugees have had to face many obstacles in their resettlement journeys, including some which could have been avoided if other people had offered support. Linda recounts the story of being attacked by pirates as she journeyed out of Vietnam by boat. However, her story also shows resilience in how Linda and her family managed to survive and find success in their new community, even through the hardships they faced.
2. If people in your region were to read this story, what lesson would you want them to walk away with, when it comes to how refugees should be treated? **Possible response:** Responses will vary, but encourage students to think about the themes of humanity and solidarity that we have been exploring so far in this unit.
3. If you were to highlight this story in a podcast, what might you add to clarify the message you want people to walk away with? **Possible response:** Responses will vary, but push students to think about what they might say to encourage an audience of their community members to stand in solidarity with refugees. For example, they might add a reflection message at the end about how people could have better supported Linda through her resettlement, or how Linda's story shows some of the challenges that refugees face.

## Lesson 2.2: Resettlement Histories Notes Organizer – Teacher Key



Name: \_\_\_\_\_

### Source Exploration

**Part 2 directions:** Watch or listen to each source and complete the exploration chart.

**Source 1:** First Days Story Project, [“I heard on the loudspeaker that they call us refugees”](#) [3:27]

<b>Community:</b> What examples do we see in this source of Vietnamese American refugees being welcomed into a community or creating their own?	<b>Humanity:</b> What examples do we see in this source of actions that helped support Vietnamese Americans in general, or that helped the narrator specifically?	<b>Resilience:</b> What examples do we see in this source of resilience by the narrator or people in their community?	<b>Missed opportunities:</b> What examples do we see in this source of moments when people could have been more supportive of Vietnamese American refugees? What could have been done differently?

**Source 2:** [“Vietnamese Refugees in Washington”](#) [8:18]

<b>Community:</b> What examples do we see in this source of Vietnamese American refugees being welcomed into a community or creating their own?	<b>Humanity:</b> What examples do we see in this source of actions that helped support Vietnamese Americans in general, or that helped the narrator specifically?	<b>Resilience:</b> What examples do we see in this source of resilience by the narrator or people in their community?	<b>Missed opportunities:</b> What examples do we see in this source of moments when people could have been more supportive of Vietnamese American refugees? What could have been done differently?

## Lesson 2.2: Resettlement Histories Notes Organizer – Teacher Key



Name: \_\_\_\_\_

### Researching Refugee Communities in Washington

**Part 3 directions:** Work in podcast teams to research refugee communities in the state. Use the guidance below and an internet search engine, such as Google, to complete your research. Some of the information will be easy to find, while other information may be more challenging to source and corroborate.

Using the One-Pager from Washington's Office of Refugee and Immigrant Assistance, identify a refugee community to research.	
What is the <b>history</b> of this group of people? How did they end up in Washington?	
What was the <b>experience</b> of refugees in Washington? What <b>challenges</b> did they face?	
What examples of <b>solidarity</b> exist in how this community was treated by the people in your city/state/region?	
<b>Any other relevant information:</b> You can include anything you found interesting in your research; current news about the group of people you researched; or any economic, political, or social issues that this group is currently facing.	
<b>Sources:</b> Link or list your research sources here.	

## Lesson 2.2: One-Pager

Name: \_\_\_\_\_



### State Fiscal Year 2020 Highlights

- Over 10,000 refugees and immigrants participate in services through ORIA's three largest programs (LEP Pathway, Naturalization Services and PRIME).
- 4,115 refugees and immigrants participated in employment and English as a Second Language services through the WorkFirst LEP Pathway Program.
- 3,397 people received services through the Naturalization Services Program, and 372 people became U.S. Citizens through the program.
- 2,623 people participated in case-management services, self-sufficiency workshops or immigration assistance through the PRIME Program.
- 1,792 people received new arrival refugee health screenings.
- 538 refugee students and families received specialized services through the Refugee School Impact Program.
- 242 people participated in the ORIA BFET Program.
- 167 refugee children in care with specially trained families via the Unaccompanied Refugee Minors Program.

### Where do refugees resettle in Washington?

County	Percentage
King	50%
Snohomish	9%
Pierce	10%
Clark	11%
Spokane	7%
Benton-Franklin	3%
Other Counties	10%

### Washington State Refugee and Special Immigrant Visa Arrivals

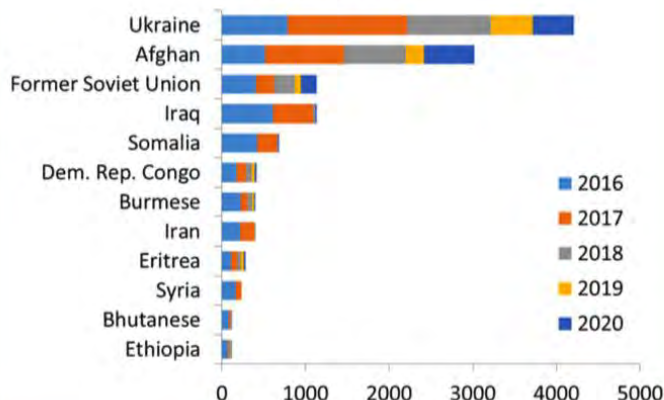
(Partial FFY 2021: Oct. 1, 2120 - July 31, 2021)



Source: State Post-Arrival Demographics Report, Dept. of State, Bureau of Populations, Refugees, and Migration, Refugee Processing Center, Washington.

### Washington State Refugee Arrivals

Top Countries of Origin  
FFY 2016 - 2020 (YTD)



**Note:** Educurious has requested an updated version of the “Washington State Refugee Arrivals” graph above, which is from the [Washington Office of Refugee and Immigrant Assistance](#), that correctly identifies the countries of Afghanistan, Burma (now known as Myanmar), and Bhutan.



## Lesson 2.2: Developing Your Podcast

Name: \_\_\_\_\_

**Part 1 directions:** Watch the National Geographic video about [developing your audio story](#) and answer the following guided questions.

How did the speaker land on the focus of the story they were going to tell? What ideas and questions did they consider?

What did the speaker say about the elements of research, outlining, sound, and characters/individuals in their studio story?

**Part 2 directions:** Work in your podcast teams to select your podcast topic using the guidance below.

- Individually brainstorm one idea you have for the message of solidarity with refugees that you want to create through your podcast.
- Share your ideas with your podcast team and write them all down in one place.
- As a team, decide the message you will communicate in your podcast, then write that message down in 1–2 sentences.

## Lesson 2.2: Developing Your Podcast— Teacher Key



Name: \_\_\_\_\_

**Part 1 directions:** Watch the National Geographic video about [developing your audio story](#) and answer the following guided questions.

How did the speaker land on the focus of the story they were going to tell? What ideas and questions did they consider?

Possible response: The speaker thought about the purpose of their audio story before selecting the story that they built their audio around. The speaker knew that they wanted their story to touch on themes of environmentalism and preservation. Then, they found a story about the history of conservation. They researched that story further and learned that it was more complex, including issues around race and gender. They began to think about how they could tell this story, as well as build on it by bringing in other voices.

What did the speaker say about the elements of research, outlining, sound, and characters/individuals in their studio story?

Possible response: The speaker said that audio stories allow people from all backgrounds to tell their stories. In researching their audio story, the speaker considered the historical context of the story by thinking about the different people involved, or characters, so that it wasn't just a story of one group of people but of the many people involved or affected. They understood that it is easier to talk about a moment in history through the stories of other people. In outlining, the speaker considered if the story had a beginning, middle, and end, in order to create a story arc. The speaker says they considered whether all the parts of the arc could be captured through sound and what each section, or beat, might sound like. Finally, the speaker understood that because they were telling stories that were not their own, they had to be open to changes in the story as they conducted more research and interviews, so the outline was only a guide.

**Part 2 directions:** Work in your podcast teams to select your podcast topic using the guidance below.

- Individually brainstorm one idea you have for the message of solidarity with refugees that you want to create through your podcast.
- Share your ideas with your podcast team and write them all down in one place.
- As a team, decide the message you will communicate in your podcast, then write that message down in 1–2 sentences.



## Lesson 2.3: Research Your Podcast

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*What can we learn from refugees, past and present, about their experiences of resettling in Washington?*

### Learning Target:

I can:

- Reflect on how I can share stories that are not my own in a responsible way.
- Collaboratively storyboard the content and flow of my team's podcast conversation.

### Purpose

In this lesson, you will participate in a collaborative activity and discussion that aim to identify what we must consider when telling stories that are not our own. Then, you will work in your podcast teams to outline (i.e., storyboard) the content and flow of your podcast conversation. Finally, drawing on what you have learned in Module 2, you will respond to the module driving question.



### Lesson Steps

1. **Reflect on the benefits and responsibilities of storytelling:** Use the [Responsible Storytelling](#) handout to explore what we must keep in mind in order to be empathetic podcasters who stand in solidarity with displaced people.
2. **Research your podcast:** Use your [Podcast Research & Outline](#) handout to select a refugee community today, which you will research further and highlight through your podcast.
3. **Outline your podcast:** Working in podcast teams, use the Podcast Research & Outline handout to plan your podcast's content and flow.
4. **Respond to the Module 2 driving question:** Use the [Module 2 Writing Response](#) handout to reflect on what we can learn from refugees about their experiences of resettling in the United States.

### Explore More

- Podcast: ["Vietnamese Boat People"](#)
- Muscatine High School Model UN podcast: ["Locally Global"](#)

## Teacher Guide

### Lesson 2.3: Research Your Podcast Resettling in Washington



## Teacher Preparation Notes

Pacing		
Lesson Timing:	80 minutes	
Standards		
✓ <a href="#">WA</a>	<p><b>SSS2.6-8.1:</b> Create and use research questions to guide inquiry on an issue or event.</p> <p><b>SSS2.6-8.2:</b> Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.</p> <p><b>SSS4.6-8.1:</b> Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</p> <p><b>SSS4.6-8.2:</b> Use appropriate format to cite sources within an essay, presentation, and reference page.</p>	
✓ <b>CCSS</b>	<p><b>CCSS.ELA-LITERACY.RH.6-8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li><a href="#">Responsible Storytelling</a></li><li><a href="#">Podcast Research</a></li><li><a href="#">Module 2 Writing Response</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Lesson 2.3 Slide Deck</a></li><li><a href="#">Module 2 Writing Response – KEY</a></li></ul>	<ul style="list-style-type: none"><li>n/a</li></ul>
Lesson Overview		
<p>In this lesson, students participate in a collaborative activity and discussion that aim to identify what students must consider when telling stories that are not their own. Then, students work in their podcast teams to outline (i.e., storyboard) the content and flow of their podcast conversation. Finally, drawing on what they have learned in Module 2, students respond to the module driving question.</p>		
Teacher Preparation		
<ul style="list-style-type: none"><li><b>Step 1: Set up teams.</b> Read over the team/partner work in Step 1 and decide how you will pair students up if they are not already permanently working in their podcast teams.</li><li><b>Step 1: Preview Teacher Tip.</b> Read over the Teacher Tip and decide if you will use anchor charts to capture class considerations.</li><li><b>Step 2: Plan research time guidance.</b> Consider technology use, time allotted for research, and other student-facing instructions for the research time on this step.</li><li><b>Step 3: Set up conferences.</b> Read over the Teacher Tip and decide if you will conference with students while they outline their projects. If so, plan for how long you will conference with teams.</li></ul>		



### Lesson Steps in Detail

#### Step 1: Reflect on the benefits and responsibilities of storytelling

(20 min)

**Purpose:** Students reflect on and discuss the considerations we must keep in mind when we are telling stories that are not our own. Then they discuss the questions they should think through as they research and outline their podcasts in Steps 3 and 4.

**You might say:** *For our final project, we will be recording podcasts in our project teams. In your podcast, you are going to highlight a community facing displacement today and create a podcast about how we can stand in solidarity with them. Most of us do not belong to the refugee communities that we will be researching, so we must make sure that through our storytelling, we are centering that community and not ourselves. There are responsible ways to tell stories that are not our own, but they require intentional reflection and planning. We're going to do that reflection and planning right now.*

**[Slide 2] Reflect on your own story.** Direct students to Part 1 of their [Responsible Storytelling](#) handout and read the directions out loud.

- Reflect on the following questions through the lens of your own identity.
  - **Think back to your identity map.** Out of all those identities, which two are the most important to you?
  - **Now, think about a person, fictional or real, who is the complete opposite of those two identities.** How would you feel if they were in charge of telling your story?
  - **Keep thinking about this person who is different from you.** How would you like them to tell your story? What would make you feel like your story was told well? What would make you feel like it was not told well?
  - **Connect it to our podcast.** What are important things to consider when we are telling stories that are not our own?

**[Slides 3–4] Participate in an active-listening exercise.** Provide instructions for the partner-listening activity.

Talking points:

- Work with a partner to reflect on the identity questions you just answered.
- One person speaks. The other listens and asks clarifying questions, but does *not* share their own thoughts or opinions until it is their turn.
- Partner A will have five minutes to respond to any of the discussion questions from their handout. If there is a lull in their response, partner B can ask one of the following questions.
  - *When you said \_\_\_\_\_, what did you mean?*
  - *Can you elaborate on your statement about \_\_\_\_\_?*
  - *Can you give an example to support your statement about \_\_\_\_\_?*
- After five minutes, partner B will have five minutes to respond to any of the discussion questions. If there is a lull in their response, partner A can ask one of the above questions.
- After both partners have spoken, each partner has three minutes to reflect on and discuss one statement their partner made that stuck with them during the activity.
- I will keep time and let you know when it is time to switch.

**[Slide 5] Debrief in podcast teams.** Direct students to Part 2 of their handout and read the directions aloud.

- *When it comes to other people's stories, what is the importance of listening actively? How does listening actively allow us to center the speaker?*
- *What thoughts did your partner share about considerations we should keep in mind when telling other people's stories?* Make a list of thoughts from your whole team.

### Lesson 2.3: Research Your Podcast Resettling in Washington



**[Slide 6] Build a class list of considerations for storytelling.**

- Invite podcast teams to share out the considerations they discussed.
- Record the considerations so that all students can see and reference them.

**Teacher Tip: Capture Class Thoughts (Anchor Chart)**

For this activity, you can have teams share out their collaborative lists of considerations, and allow students to add anything they hear that they did not think of to their own lists. Alternatively, you can build a collaborative list of considerations in an anchor chart that students can continuously reference as they build out their final project.

**[Slide 7] Explore other possible podcast considerations.**

- Use the list on the slide to acknowledge some of the considerations that we should keep in mind as we practice responsible storytelling.
- Invite students to identify any other considerations this discussion brought up in their minds that they have not yet shared.

#### Step 2: Research your podcast

(20 min)

**Purpose:** Students select the focus for their podcast and begin their research.

**You might say:** *Now that we have reflected on how we can use podcasting as a tool to tell stories respectfully and stand in solidarity with displaced people, we are going to select a community to focus on in our podcast. In Part 1 of your **Podcast Research** handout, you will see links for five communities currently facing displacement. In your podcast teams, select the community you want to highlight, then begin the research you'll need to start outlining your podcast.*

**[Slide 8] Review research instructions.** Direct students to Part 1 of their [Podcast Research](#) handout and review the directions for research.

**You might say:** *It's important to note that you might need to do more research later on. As you outline, script, and record, you might determine that there is missing information that you want to include; that's a normal part of the process of creating a podcast. In our upcoming lessons, you will have plenty of time to complete any research that you don't complete today.*

#### Step 3: Outline your podcast

(20 min)

**Purpose:** Students outline their podcast by drawing on the list of considerations identified and the topic they selected in the last lesson.

**You might say:** *Now, we are going to outline our podcast. The outline is used to make sure that as you create your podcast, the story you are trying to tell is well thought-out and flows in a captivating way.*

**[Slide 8] Review outline expectations and help students get started.** Direct students to Part 2 of their **Podcast Research** handout and review the directions as a class.

### Lesson 2.3: Research Your Podcast Resettling in Washington



**Support students in sequencing their podcast content.** Direct students to Part 3 of their handout, where students sequence the content they have identified for their podcast.

- Provide students guidance on how much time they have for this outline.
- Provide students information about conferences with you (if you are going to hold conferences).

#### Teacher Tip: Conferencing With Podcast Teams

As students outline their podcasts, create a rotation schedule to conference with all teams. As you do so, you might ask them:

- Have you selected a story that you want to share? If not, have you narrowed it down to a couple of possibilities? Let's brainstorm some directions you could take.
- If you have selected a story, what do you want your audience to walk away having learned? Do you want to challenge them to take a specific action after they listen? If so, what is it?
- How does the story you are telling connect to refugees today? What message do you want to send about how refugees should be treated?

#### Step 4: Respond to the Module 2 driving question

(20 min)

**Purpose:** Students synthesize their learning by drawing on oral histories and research notes to respond to the Module 2 driving question.

**You might say:** *We will use the rest of our lessons in this unit to complete our podcast. Before we really get into our podcast work, we are going to take an opportunity to reflect on what we've learned in Module 2.*

**[Slide 9] Facilitate a reflection on what students learned in Module 2.**

- Distribute the [Module 2 Writing Response](#) handout and review directions with students.
  - Respond to the Module 2 driving question using key vocabulary terms (refugee, displacement, AAPI, asylum, resilience, solidarity, culture, humanity), historical context, and evidence from oral histories.
    - *What can we learn from refugees, past and present, about their experiences of resettling in Washington?*



### Lesson 2.3: Research Your Podcast

educur<sup>ious</sup>  
learning that connects



## Responsible Storytelling

- **Think back to your identity map.** Out of all those identities, which two are the most important to you?
- **Now, think about a person, fictional or real, who is the complete opposite of those two identities.** How would you feel if they were in charge of telling your story?
- **Keep thinking about this person who is different from you.** How would you like them to tell your story? What would make you feel like your story was told well? What would make you feel like it was not told well?
- **Connect it to our podcast.** What are important things to consider when we are telling stories that are not our own?

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## Active-listening activity: Storytelling

- Work with a partner to reflect on the identity questions you just answered.
- One person speaks. The other listens and asks clarifying questions, but does *not* share their own thoughts or opinions until it is their turn.
- Partner A will have five minutes to respond to any of the discussion questions from their handout. If there is a lull in their response, partner B can ask one of the following questions.
  - When you said \_\_\_\_, what did you mean?
  - Can you elaborate on your statement about \_\_\_\_?
  - Can you give an example to support your statement about \_\_\_\_?
- After five minutes, partner B will have five minutes to respond to any of the discussion questions. If there is a lull in their response, partner A can ask one of the above questions.
- After both partners have spoken, each partner has three minutes to reflect on and discuss one statement their partner made that stuck with them during the activity.

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## Active-listening activity: Storytelling

### Discussion Questions

- **Think back to your identity map.** Out of all those identities, which two are the most important to you?
- **Now, think about a person, fictional or real, who is the complete opposite of those two identities.** How would you feel if they were in charge of telling your story?
- **Keep thinking about this person who is different from you.** How would you like them to tell your story? What would make you feel like your story was told well? What would make you feel like it was not told well?
- **Connect it to our podcast.** What are important things to consider when we are telling stories that are not our own?

### Partner Listening Prompts

- When you said \_\_\_\_, what did you mean?
- Can you elaborate on your statement about \_\_\_\_?
- Can you give an example to support your statement about \_\_\_\_?

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## Debrief

- *When it comes to other people's stories, what is the importance of listening actively? How does listening actively allow us to center the speaker?*
- *What thoughts did your partner share about considerations we should keep in mind when telling other people's stories? Make a list of thoughts from your whole team.*

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## Discussion

*What should we consider in our storytelling?*

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## Considerations and tips

- **Considerations:**
  - Which of the unit themes (community, humanity, and resilience) does this story highlight, and how?
  - Before outlining your podcast, think of ways that you can connect your own identity and experiences to the story you are telling. What does this story teach you about yourself?
  - How does this story connect to your everyday life or the society you live in?
  - What does this story teach us about how we can stand in solidarity with refugee communities today and in the future? Can you connect these lessons to an actual community facing displacement today?
  - Can you include a brief history of the community before their displacement?
- **Tips:**
  - Practice the pronunciation of all names before recording.
  - Whenever possible, look for firsthand stories so you can cite these stories and tell them exactly in the words of the people who lived them.

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## Podcast Research & Outline

**Part 1:** In your project teams, select the community you will highlight in your podcast and begin your research.

**Part 2:** Complete an outline of your podcast.

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## Writing Response

**Directions:** Respond to the Module 2 driving question using key vocabulary terms (refugee, displacement, AAPI, asylum, resilience, solidarity, culture, humanity), historical context, and evidence from oral histories.

*What can we learn from refugees, past and present, about their experiences of resettling in Washington?*

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## Lesson 2.3: Responsible Storytelling

Name: \_\_\_\_\_



**Part 1 directions:** Reflect on the following questions through the lens of your own identity.

<b>Think back to your identity map.</b> Out of all those identities, which two are the most important to you?	
<b>Now, think about a person, fictional or real, who is the complete opposite of those two identities.</b> How would you feel if they were in charge of telling your story?	
<b>Keep thinking about this person who is different from you.</b> How would you like them to tell your story? What would make you feel like your story was told well? What would make you feel like it was not told well?	
<b>Connect it to our podcast.</b> What are important things to consider when we are telling stories that are not our own?	



## Lesson 2.3: Responsible Storytelling

Name: \_\_\_\_\_

**Part 2 directions:** After participating in the partner-listening activity, reflect on the following questions.

When it comes to other people's stories, what is the importance of listening actively? How does listening actively allow us to center the speaker?

What thoughts did your partner share about considerations we should keep in mind when telling other people's stories? Make a list of thoughts from your whole team.

While discussing the questions above as a class: What are some other considerations we should keep in mind when telling stories that are not our own?



Lesson 2.3: Podcast Research & Outline

Name: \_\_\_\_\_

**Part 1 directions:** Identify the community you will focus on in your podcast, then use the curated resource below to begin your research. Record notes from your research in the chart that follows.

<a href="#">Syria to Seattle</a>	<a href="#">Kabul to Bellingham</a>	<a href="#">Thailand to Spokane</a>	<a href="#">Uganda to Tacoma</a>	<a href="#">Vietnam to Tacoma</a>
Community we are choosing to highlight in our podcast:				
What factors are contributing to their displacement?				
What are people or organizations already doing to support this group of refugees?				
Research the story of one person in this refugee community. What has their experience been like as they resettle?				



## Lesson 2.3: Podcast Research & Outline

Name: \_\_\_\_\_

**Part 2 directions:** In your project teams, plan the content of your podcast using the guidance below.

<b>Story you are sharing:</b> What story from the Vietnamese American community are you sharing? How does this story highlight themes of resistance, community, or humanity?	
<b>Connection to yourself:</b> What drew you to this story? Do you connect in some personal way to this story? How? If you don't personally connect, in what other important ways might other people connect to it?	
<b>Connection to refugee communities:</b> What lessons can we take from the story you shared about how we should treat other refugee communities? Is there another refugee community today that you would like to bring attention to in your podcast?	
<b>Solidarity:</b> What does solidarity mean to you? What actions can you and your audience take to show solidarity with the community you are researching? (This is a good place to include work that other people around the country are doing to support refugees.)	
<b>Introductions:</b> How will you introduce yourself and your team in your podcast?	
<b>Purpose of podcast:</b> How will you explain the purpose of your podcast to your audience?	
<b>Closing:</b> How will you conclude your podcast?	
<b>Additional resources:</b> Are you providing additional information for how your audience can learn more or help refugees? If so, what is that additional information?	
<b>Name of Podcast:</b> What is the name of your podcast?	

Lesson 2.3: Podcast Research & Outline



Name: \_\_\_\_\_

**Part 3 directions:** Create an outline of your podcast by organizing the order in which you will address the different parts you identified above. Before organizing your thoughts below, look at your chart above and number each part from 1–9 so that you know the order in which you want to introduce each part during your podcast.

First, we will...	
Then we will...	
Then we will...	
Then we will...	
Then we will...	
Then we will...	
Then we will...	
Then we will...	
Finally, we will...	



## Lesson 2.3: Module 2 Writing Response

Name: \_\_\_\_\_

**Directions:** Respond to the Module 2 driving question using key vocabulary terms (refugee, displacement, AAPI, asylum, resilience, solidarity, culture, humanity), historical context, and evidence from oral histories.

*What can we learn from refugees, past and present, about their experiences of resettling in Washington?*

## Lesson 2.3: Module 2 Writing Response—Teacher Key



Name: \_\_\_\_\_

**Directions:** Respond to the Module 2 driving question using key vocabulary terms (refugee, displacement, AAPI, asylum, resilience, solidarity, culture, humanity), historical context, and evidence from oral histories.

*What can we learn from refugees, past and present, about their experiences of resettling in Washington?*

Sample response:

Vietnamese American refugees faced displacement after the fall of Saigon in the 1970s. People fled Vietnam in waves and through various means. Some left via boat, while others took emergency flights out of the country. Because of this displacement, many families were separated. Vietnamese American refugees also faced challenges on their journeys to the U.S., like pirates, faulty planes and boats (which resulted in many fatalities), and the dangers of trying to leave Vietnam to begin with.

Once Vietnamese American refugees made it to the U.S., they faced other obstacles. Many were put in refugee camps with substandard living conditions. There were language and culture barriers, and many were unwelcome in the communities in which they resettled. However, Vietnamese American individuals and families survived, and created their own communities in Washington in order to preserve their cultural traditions.

The stories of the Vietnamese American community can teach us that people who are displaced can be resilient on their own, but their experiences would be far better if the people who live in the communities where they resettle show solidarity with them. Given all the hardships that Vietnamese people faced in their displacement, people in Washington and the government have in many ways welcomed them with humanity and empathy. In fact, as we learned, Vietnamese Americans in Washington are working to welcome new refugees into the U.S., because they understand the importance of being welcomed and supported after being traumatically displaced from your home. In this way, they teach us how to serve others in our community, even those who are different from us.

## Module Overview

### Module 3: Standing in Solidarity Resettling in Washington

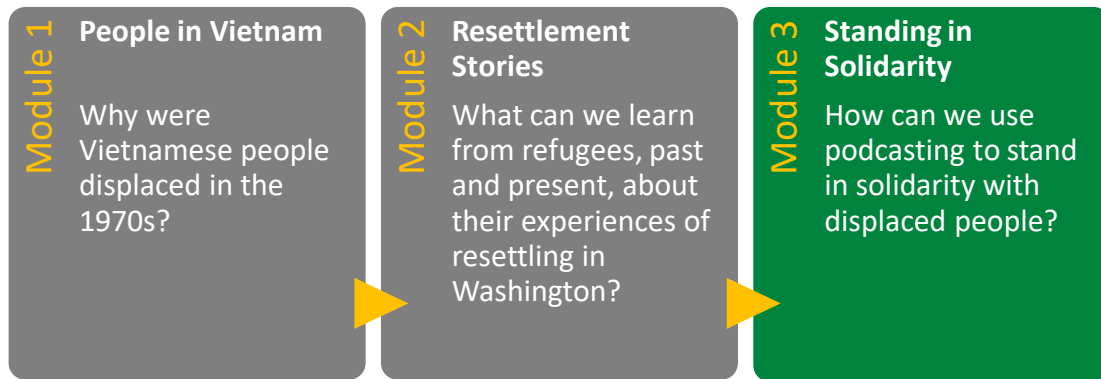


#### Unit Driving Question

What can the experiences of displaced people teach us about community, resilience, and humanity?

#### Module Driving Question

How can we use podcasting to stand in solidarity with displaced people?



#### Module Overview

In this module, students create a podcast that helps educate their community about the experiences of displaced people, and provide personal reflections on the collective responsibility we have to stand in solidarity with those experiencing displacement and resettlement. In Lesson 3.1, students explore different storytelling structures, then work in their teams to script their podcasts. In Lesson 3.2, students practice their podcasts aloud with other teams in order to give and receive peer feedback, and then revise their podcasts. In Lesson 3.3, students record their podcasts and make any final edits. In Lesson 3.4, student podcasts are published at a community event, where students and members of the broader community can listen to podcasts and discuss their collective responsibility to stand in solidarity with people who are displaced and resettling.

Lesson 3.1: Script Your Podcast (60 minutes)	
<b>Key Standards for Success Criteria</b> <a href="#">SSS4.6-8.1</a> <a href="#">SSS4.6-8.2</a> <a href="#">C4.6-8.3</a> <a href="#">CCSS.ELA-LITERACY.RH.6-8.1</a>	In this lesson, students work with their podcast team to determine the storytelling structure they will use for their podcast. After selecting their podcast structure and outlining their plan using their research, students script their podcast.
<b>Success Criteria</b> <b>By the end of the lesson, students will be able to:</b> <ul style="list-style-type: none"><li>Organize their podcast research into a story outline that is chronological, circular, or a broken narrative.</li><li>Script their podcast.</li></ul>	

## Module Overview

### Module 3: Standing in Solidarity Resettling in Washington



#### Lesson 3.2: Practice & Revise Your Podcast (70 minutes)

##### Key Standards for Success Criteria

[SSS4.6-8.1](#)

[H2.6-8.3](#)

[CCSS.ELA-LITERACY.SL.7.4](#)

##### Success Criteria

**By the end of the lesson, students will be able to:**

- Practice their podcast with their team.
- Use the Podcast Rubric to give constructive and actionable feedback on peer podcasts.
- Apply relevant feedback to their podcast script.

In this lesson, students revise their podcast script in preparation for recording their podcast in the next lesson. Students practice their podcast conversation with their team and give feedback to and receive feedback from two other teams. Then, students review the feedback they received and decide on revisions. Finally, students schedule a time to record their podcast.

#### Lesson 3.3: Record Your Podcast (140 minutes)

##### Key Standards for Success Criteria

[SSS3.6-8.1](#)

[H2.6-8.3](#)

[CCSS.ELA-LITERACY.SL.7.4](#)

##### Success Criteria

**By the end of the lesson, students will be able to:**

- Use technology tools to record, edit, and share their team's podcast.

In this lesson, students showcase all of the work they have done so far by recording their podcast! Students work with their team and use their podcast script to record a coherent, structured, and clear podcast.

#### Lesson 3.4: Community Discussion (60 minutes)

##### Key Standards for Success Criteria

[SSS3.6-8.1](#)

[C4.6-8.3](#)

[H4.6-8.2](#)

[CCSS.ELA-LITERACY.SL.7.4](#)

##### Success Criteria

**By the end of the lesson, students will be able to:**

- Share their reflections on their experience podcasting.
- Use their research notes and what they've learned from their peers to answer the unit driving question.

In this final lesson, students reflect on their podcasting experience and what they've learned about standing in solidarity with displaced communities.

#### Module Assessments

- **Lesson 3.1:** Draft Podcast Script
- **Lesson 3.2:** Revised Podcast Script
- **Lesson 3.3:** Podcast Recording
- **Lesson 3.4:** Response to Unit Driving Question

## Module Overview

### Module 3: Standing in Solidarity Resettling in Washington

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#### Vocabulary

- **broken narrative:** a type of storytelling structure which is told using a lot of contextual details, and the order in which events in the story are told can vary
- **chronological order:** a type of storytelling structure in which the events of the story are told in the order in which they happened
- **circular order:** a type of storytelling structure which starts at the height of the conflict (the climax), then goes back to the beginning and continues in chronological order



## Lesson 3.1: Script Your Podcast

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*How can we use podcasting to stand in solidarity with displaced people?*

### Learning Targets

I can:

- Organize my podcast research into a story outline.
- Script my podcast.

### Purpose

In this lesson, you will work with your podcast team to determine the storytelling structure you will use for your podcast. After selecting your podcast structure and outlining your plan using your research, you will script your podcast.

### Lesson Steps

1. **Explore different podcast structures:** Watch the video [“How to write scripts for your podcast,”](#) and learn about the three possible podcast structures you can use as a team.
2. **Select your podcast structure:** Use the [Podcast Structure](#) handout to select the structure you will use for your podcast, then fill in the handout with your research as a team. Determine if any more research is needed.
3. **Script your podcast:** Work with your team and your [Podcast Script](#) handout to determine who will perform each part of your script. As you script, remember to go back and check that you are meeting the criteria of the [Podcast Rubric](#).

### Explore More

- National Geographic video: [“Scripting your audio story”](#)



## Teacher Guide

### Lesson 3.1: Script Your Podcast Resettling in Washington



## Teacher Preparation Notes

Pacing		
Lesson Timing:	60 minutes	
Standards		
✓ <a href="#">WA</a>	<b>SSS4.6-8.1:</b> Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright. <b>SSS4.6-8.2:</b> Use appropriate format to cite sources within an essay, presentation, and reference page. <b>C4.6-8.3:</b> Employ strategies for civic involvement that address a state or local issue.	
✓ <b>CCSS</b>	<a href="#">CCSS.ELA-LITERACY.RH.6-8.1</a> : Cite specific textual evidence to support analysis of primary and secondary sources.	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li>• <a href="#">“How to write scripts for your podcast”</a></li><li>• <a href="#">Podcast Structure</a></li><li>• <a href="#">Podcast Script</a></li><li>• <a href="#">Podcast Rubric</a> (Lesson 2.1)</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Lesson 3.1 Slide Deck</a></li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>
Lesson Overview		
In this lesson, students work with their podcast team to determine the storytelling structure they will use for their podcast. After selecting their podcast structure and outlining their plan using their research, students script their podcast.		
Teacher Preparation		
<ul style="list-style-type: none"><li>• <b>Steps 2 &amp; 3:</b> As students work to outline and script their podcasts, consider creating a plan for conferencing with each team to provide feedback on their podcast plan.</li><li>• <b>Step 3:</b> If you would like students to look at another podcast script before writing their own, check out the Castos blog post <a href="#">“How to Write a Podcast Script”</a> to see examples and tips.</li></ul>		



### Lesson Steps in Detail

#### Step 1: Explore different podcast structures

(20 min)

**Purpose:** Students unpack the three main formats for podcast storytelling through a video and a series of examples using Nicki Tung's story from Module 1. They will choose one storytelling structure when they plan and script their podcasts later in this lesson.

**You might say:** *In a few days, we will be publishing our podcasts! We will have a publishing event to showcase our work, and will spend the next few lessons preparing for that event. Up to now, you have been doing research and planning around what you want to present in your podcast. You have selected a story about a refugee community you want to highlight, identified a message of solidarity you want to create through your podcast, and created a general outline of the different parts of your podcast. Now, you must decide how you will structure all of this information. Podcasting is storytelling, and stories need an arc that takes an audience on a clear journey—but there are many ways to create a storytelling arc. We are going to unpack three different storytelling structures, and then you will choose one to use as a team.*

[Slide 2] Play the PRX video [“How to write scripts for your podcast”](#) in its entirety [3:58].

- After watching the video, ask students to reflect on the following questions:
  - What is the speaker saying about “characters” in podcasting?
    - Possible response: Every podcast needs to have characters. They can be individuals or groups of people, but to create a compelling podcast, you need to identify the characters whose story will drive the plot forward. The podcast should include elements of conflict the characters are facing, and use the unpacking of that conflict to drive the story as well.
  - What are three types of story structures that can be used in podcasting?
    - Possible response: chronological order, circular order, and broken narrative.

[Slides 3–13] Unpack the three podcast structures using Nicki Tung's story as an example. Provide guidance for each structure using the information below.

- **Slide 3.** *Chronological order* is when the events of the story are told in the order in which they happened. By looking at the dates of the events we want to highlight in our story, we can create a chronological timeline to build on.
- **Slides 4–5.** If we were to podcast about Nicki Tung's story in chronological order, it might sound like this:
  - After World War II, Vietnam entered a period of political instability. There was an ongoing conflict between different groups of people fighting over who would control the country.
  - In the 1960s, the U.S. became involved, and the conflict grew even more violent.
  - The U.S. left the country in 1973. In 1975, Saigon—the capitol of South Vietnam—fell to North Vietnam's communist government.
  - This new government was very hostile toward some of its citizens, especially those who had supported the Southern forces, which were backed by the U.S.
  - In 1979, Nicki Tung and many others fled Vietnam and looked to resettle elsewhere.
  - After leaving Vietnam, Tung landed in Malaysia. As a refugee, she was allowed to stay there for a month, but the Malaysian government did little to support her or other refugees. This was the beginning of the negative treatment that Tung would receive as a refugee.
  - After her time in Malaysia, Tung headed to...

## Lesson 3.1: Script Your Podcast Resettling in Washington



- **Slide 6.** Stop & reflect: The story would then continue, with the podcast host filling in some of the gaps with context. The podcast episode would end on a message of standing in solidarity with refugees, based on Tung's story. Ask:
  - *What makes this a chronological story?*
    - Response: The events of the story are told in the order in which they happened.
- **Slide 7.** *Circular order* is when the story starts at the height of the conflict or story (the climax), then it takes us back to the beginning and goes in chronological order.
- **Slide 8.** If we were to podcast about Nicki Tung's story in circular order, it might sound like this:
  - Nicki Tung doesn't know if she will make it out alive. She has been pushed onto a small boat with other refugees in Malaysia, and she thinks the intention is for them all to drown. The boat has been dragged by the Malaysian navy into the middle of the ocean, so there is nowhere else to go. "Go away! Go back to your own country!" says the captain. The Malaysian sailors then cut the rope connecting the small boat full of Vietnamese refugees to their own, and they leave.
  - Nicki Tung is just one of thousands of people who fled Vietnam in search of safety somewhere else.
  - After World War II, Vietnam entered a period of political instability. There was ongoing conflict between different groups of people fighting over who would control the country...
- **Slide 9.** Stop & reflect: The story would then continue, with the podcast host filling in some of the gaps with context. The podcast episode would end with a message of standing in solidarity with refugees based on Tung's story. Notice how the story moves between present and past tense. Ask:
  - *How does this structure help engage an audience? How is it different than a chronological structure?*
    - Response: The story starts at the height of the conflict (the climax), then it takes us back to the beginning and goes in chronological order. With the story starting at the climax, the audience is hooked by the most engaging part of the story.
- **Slide 10.** *Broken narrative* is when the story is told using a lot of contextual details, and the order in which events in the story are told can vary. In this structure, the host tells the audience about something happening to the character(s), then gives context about why it is happening, then moves on to something else happening to the characters.
- **Slides 11–12.** If we were to podcast about Nicki Tung's story using a broken narrative, it might sound like this:
  - The year is 1980, and Nicki Tung is navigating life as a refugee in the United States. She takes English classes with her dad every day and tries to stay strong, even as she is routinely met with profanity and xenophobia. People in this new place don't understand her journey; in fact, she's sure they've never met anyone who looks like her.
  - Nicki Tung is in the U.S. because of the long conflict between South and North Vietnam that culminated in 1975 with the fall of Saigon. This is when the Northern government took over the country. The conditions in Vietnam became hostile, forcing many to flee.
  - Nicki Tung doesn't know if she will make it out alive. She has been pushed onto a small boat with other refugees in Malaysia, and she thinks the intention is for them all to drown. The boat has been dragged by the Malaysian navy into the middle of the ocean. "Go away! Go back to your own country!" says the captain. The Malaysian sailors then cut the rope connecting the small boat full of Vietnamese refugees to their own, and they leave.
  - Malaysia is a country in southeast Asia, and like many countries at the time, it was not receptive to refugees. This forced Tung and her family to flee again to Singapore. According to the South China Morning Post, from 1978–1996, over 30,000 Vietnamese refugees passed through the refugee camp that the UN created in Singapore.

## Teacher Guide

### Lesson 3.1: Script Your Podcast Resettling in Washington



- **Slide 13.** Stop & reflect: The story would then continue in this way, with the podcast host jumping around between important events in Tung's journey, followed by context about why each was happening. Ask:
  - *How is this format different than the chronological and circular structures? What might this structure add to the storytelling in our podcast?*
    - Response: Broken narrative is when the story is told using a lot of context, and events in the story are told out of order. In this structure, you tell the audience about something happening to your character(s), then give context about why it is happening. In chronological and circular structure, the "why" may not be established.

#### Step 2: Select your podcast structure

(20 min)

**Purpose:** Students select a podcast structure and organize their content accordingly. Then, students identify any missing pieces for their podcast and conduct further research to fill in those gaps.

**You might say:** *Now that we have unpacked three different storytelling structures, it's time for your team to select which one you are going to use and begin organizing the research and planning you have done up to this point.*

[Slide 14] Distribute the [Podcast Structure](#) handout. Read the directions with students and provide any additional guidance needed for their work time.

[Slide 15] Facilitate a reflection on gaps in their podcast content. After students have selected their podcast structure, as they are filling in the handout with their research, have them pause briefly to reflect on the following questions. Ask:

- *As you are filling out your handout, are you noticing any gaps in your research?*
- *What information might you want to include that you have not thought of until now?*
- *How will your team fill in any research gaps?*

**You might say:** *Researching before outlining is very important. However, as we build out the structure of our story, it's very normal to realize that there is more we want to include, or parts that we might have missed when doing our initial research. It's part of the process!*

#### Step 3: Script your podcast

(20 min)

**Purpose:** In their teams, students choose their roles and create a script in preparation for their upcoming podcast practice and recording.

**You might say:** *Now that you have determined how you will structure your podcast, it's time to write your script. This script will be very detailed and help make sure you know exactly what to say when recording your podcast. Let's go over what your script will look like together.*

[Slide 16] Prepare students to begin writing their script.

- Project the [Podcast Rubric](#) and review the criteria for all five rows in the "Award-Winning Podcast Producers" column with students.
  - Clarify for students the expected length of podcasts (i.e., how many words or pages of script equal how many minutes).
  - We have found that on average, it takes 5–6 minutes to read aloud a 1,000-word script, depending on pauses and delivery speed.
- Distribute the [Podcast Script](#) handout, then review the directions and guidance with students.

### Lesson 3.1: Script Your Podcast Resettling in Washington



[Slide 17] Provide students time to script.

- As students are working, have the following tips visible. You can refer students back to them as you support students during their worktime.
  - Work collaboratively (one person should not do all the writing)
  - Make your story interesting
  - Decide if you need to do more research
  - Check the **Podcast Rubric** to see if you are meeting the criteria for an Award-Winning Podcast Producer.

**Let students know they will have time to finish their first drafts in the next lesson, before it is time to record them.**

#### Teacher Tip: Make Sure Students Share Scriptwriting Tasks

To avoid a situation in which one student does most (or all) of the work of writing the script, coach teams in collaboration. Each team member can write part of the script, offer ideas, and suggest revisions. For example, once the team members have an outline of the questions they will discuss in their podcast, each member can be assigned a part and be responsible for scripting the response.



### Lesson 3.1: Script Your Podcast

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### "How to write scripts for your podcast"

What is the speaker saying about "characters" in podcasting?

What are three types of story structures that can be used in podcasting?



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2



### Chronological order

*Chronological order* is when the events of the story are told in the order in which they happened.

By looking at the dates of the events we want to highlight in our story, we can create a chronological timeline to build on.

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3



### Nicki Tung's story: Chronological order

- After World War II, Vietnam entered a period of political instability. There was an ongoing conflict between different groups of people fighting over who would control the country.
- In the 1960s, the U.S. became involved, and the conflict grew even more violent.
- The U.S. left the country in 1973. In 1975, Saigon—the capitol of South Vietnam—fell to North Vietnam's communist government.

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### Nicki Tung's story: Chronological order

- This new government was very hostile toward some of its citizens, especially those who had supported the Southern forces, which were backed by the U.S.
- In 1979, Nicki Tung and many others fled Vietnam and looked to resettle elsewhere.
- After leaving Vietnam, Tung landed in Malaysia. As a refugee, she was allowed to stay there for a month, but the Malaysian government did little to support her or other refugees. This was the beginning of the negative treatment that Tung would receive as a refugee.
- After her time in Malaysia, Tung headed to...

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### Stop & reflect: Chronological order

The story would then continue, with the podcast host filling in some of the gaps with context. The podcast episode would end on a message of standing in solidarity with refugees, based on Tung's story.

*What makes this a chronological story?*

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## Circular order

*Circular order* is when the story starts at the height of the conflict or story (the climax), then it takes us back to the beginning and goes in chronological order.

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## Nicki Tung's story: Circular order

- Nicki Tung doesn't know if she will make it out alive. She has been pushed onto a small boat with other refugees in Malaysia, and she thinks the intention is for them all to drown. The boat has been dragged by the Malaysian navy into the middle of the ocean, so there is nowhere else to go. "Go away! Go back to your own country!" says the captain. The Malaysian sailors then cut the rope connecting the small boat full of Vietnamese refugees to their own, and they leave.
- Nicki Tung is just one of thousands of people who fled Vietnam in search of safety somewhere else.
- After World War II, Vietnam entered a period of political instability. There was ongoing conflict between different groups of people fighting over who would control the country...

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## Stop & reflect: Circular order

The story would then continue, with the podcast host filling in some of the gaps with context. The podcast episode would end with a message of standing in solidarity with refugees based on Tung's story. Notice how the story moves between present and past tense.

*How does this structure help engage an audience?*

*How is it different than a chronological structure?*

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## Broken narrative

*Broken narrative* is when the story is told using a lot of contextual details, and the order in which events in the story are told can vary.

In this structure, the host tells the audience about something happening to the character(s), then gives context about *why* it is happening, then moves on to something else happening to the characters.

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## Nicki Tung's story: Broken narrative

- The year is 1980, and Nicki Tung is navigating life as a refugee in the United States. She takes English classes with her dad every day and tries to stay strong, even as she is routinely met with profanity and xenophobia. People in this new place don't understand her journey; in fact, she's sure they've never met anyone who looks like her.
- Nicki Tung is in the U.S. because of the long conflict between South and North Vietnam that culminated in 1975 with the fall of Saigon. This is when the Northern government took over the country. The conditions in Vietnam became hostile, forcing many to flee.

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## Nicki Tung's story: Broken narrative

- Nicki Tung doesn't know if she will make it out alive. She has been pushed onto a small boat with other refugees in Malaysia, and she thinks the intention is for them all to drown. The boat has been dragged by the Malaysian navy into the middle of the ocean. "Go away! Go back to your own country!" says the captain. The Malaysian sailors then cut the rope connecting the small boat full of Vietnamese refugees to their own, and they leave.
- Malaysia is a country in southeast Asia, and like many countries at the time, it was not receptive to refugees. This forced Tung and her family to flee again to Singapore. According to the South China Morning Post, from 1978–1996, over 30,000 Vietnamese refugees passed through the refugee camp that the UN created in Singapore.

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## Stop & reflect: Broken narrative

The story would then continue in this way, with the podcast host jumping around between important events in Tung's journey, followed by context about why each was happening.

*How is this format different than the chronological and circular structures?*

*What might this structure add to the storytelling in our podcast?*

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## Podcast Structure

Choose one of the three podcast structures discussed in class, then work with your team to fill in the boxes below using what you've learned in this unit and your research.

<INSERT ANY OTHER GUIDANCE FOR WORK TIME>

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## Filling in the gaps

*As you are filling out your handout, are you noticing any gaps in your research?*

*What information might you want to include that you have not thought of until now?*

*How will your team fill in any research gaps?*

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## Before we write our scripts, let's review...

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Not Met (0)
<b>Content</b>					
<b>Structure</b>					
<b>Style</b>					
<b>Research</b>					
<b>Scriptwriting</b>					
<b>Production</b>					
<b>Editing</b>					
<b>Overall</b>					

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## Script writing tips

- Work collaboratively (one person should not do all the writing).
- Make your story interesting.
- Decide if you need to do more research.
- Check the **Podcast Rubric** to see if you are meeting the criteria for an Award-Winning Podcast Producer.

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## Lesson 3.1: Podcast Structure

Name: \_\_\_\_\_

**Directions:** Choose one of the three podcast structures discussed in class, then work with your team to fill in the boxes below using what you've learned in this unit and your research.

### Chronological Order

1. What happened first in this story?

2.

3.

4.

5.

6. How does this story end?

What message of solidarity am I using to close this podcast?

## Lesson 3.1: Podcast Structure

Name: \_\_\_\_\_

### Circular Order

1. **Beginning:** What is the climax or main conflict of this story?



Then, continue in chronological order.

2. **What happened first in this story?**



3.



4.



5.



6. **How does this story end?**








**What message of solidarity am I using to close this podcast?**

## Lesson 3.1: Podcast Structure

Name: \_\_\_\_\_



### Broken Narrative

<b>Event 1:</b>	<b>Context for Event 1:</b>
	
<b>Event 2:</b>	<b>Context for Event 2:</b>
	
<b>Event 3:</b>	<b>Context for Event 3:</b>
	
<b>Event 4:</b>	<b>Context for Event 4:</b>
	
<b>Event 5:</b>	<b>Context for Event 5:</b>
	



What message of solidarity am I using to close this podcast?



## Lesson 3.1: Podcast Script

Name: \_\_\_\_\_

**Directions:** Assign parts to each team member and create a script for your podcast. Refer to the format below and the structure you selected to determine what should go into each section of the podcast. Then script out your podcast in this document or using another collaborative document provided by your teacher.

### Format of Script

Remember to write what you will say, exactly as you would say it, during your recording. Each sentence should be on a new line and aligned with the name of the team member who will read it. For example:

**Team member speaking**      xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (insert words)

---

**Team member speaking**      xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (insert words)

---

**Team member speaking**      xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (insert words)

---

**Team member speaking**      xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (insert words)

---

### Sections of Podcast

**Introduction:** State your names and the title first, then introduce your topic. (Depending on your podcast structure, this part might come later in your script; just make sure to add it in somewhere!)

**Part 1:** What is the first part of your podcast, given the structure you chose?

**Part 2:** What is the second part of your podcast, given the structure you chose?

**Part 3:** What is the third part of your podcast, given the structure you chose?

**Closing:** How will you conclude this podcast?

## Lesson 3.2: Practice & Revise Your Podcast

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*How can we use podcasting to stand in solidarity with displaced people?*

### Learning Targets

I can:

- Practice my podcast.
- Give meaningful feedback to my peers on their podcast scripts.
- Use peer feedback to revise my team's podcast script.

### Purpose

In this lesson, you will revise your podcast script in preparation for recording your podcast in the next lesson. You will practice your podcast conversation with your team and give feedback to and receive feedback from two other teams. Then, you will review the feedback you received and decide on revisions. Finally, you will schedule a time to record your podcast.

### Lesson Steps

1. **Workshop your podcast:** Use the [Podcast Feedback](#) handout to give feedback to the teams you are paired with for your practice round.
2. **Revise your podcast:** Review feedback from your peers and your own team, and make relevant changes to your podcast script. Then, review the [Podcast Rubric](#) and reflect on what still needs to be done to complete your project.
3. **Schedule your recording session:** Schedule your podcast recording time with your teacher. While you wait for your recording session, practice your podcast script with your team and make any final changes.

### Explore More

- The Democracy Group: [“How to Consistently Create Content”](#) [12:09]



## Teacher Guide

### Lesson 3.2: Practice & Revise Your Podcast Resettling in Washington



#### Teacher Preparation Notes

Pacing		
Lesson Timing:	70 minutes	
Standards		
✓ <a href="#">WA</a>	<b>SSS4.6-8.1:</b> Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright. <b>H2.6-8.3:</b> Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.	
✓ <b>CCSS</b>	<b>CCSS.ELA-LITERACY.SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li>• <a href="#">Podcast Feedback</a></li><li>• <a href="#">Podcast Rubric</a> (Lesson 2.1)</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Lesson 3.2 Slide Deck</a></li></ul>	<ul style="list-style-type: none"><li>• timer</li></ul>
Lesson Overview		
<p>In this lesson, students revise their podcast script in preparation for recording their podcast in the next lesson. Students practice their podcast conversation with their team and give feedback to and receive feedback from two other teams. Then, students review the feedback they received and decide on revisions. Finally, students schedule a time to record their podcast.</p>		
Teacher Preparation		
<ul style="list-style-type: none"><li>• <b>Step 1: Make copies of podcast scripts.</b> In the previous lesson, students created a podcast script. They might each have their own copy already, but if they don't, consider making copies for each team member so they can make edits as they read. You can do the same at the end of this lesson once students finalize their scripts. You can alternatively consider having students pull up their scripts in Google Docs so they can edit them electronically.</li><li>• <b>Step 1: Print multiple feedback handouts.</b> Decide how many rounds of feedback students will participate in during their practice. This step is set up for two rounds of feedback, but students can do fewer or more rounds. Make sure each student has one clean copy of the <a href="#">Podcast Feedback</a> handout for each team they will be working with.</li><li>• <b>Step 1: Set up feedback pairs.</b> Depending on how many rounds of feedback students will engage in, set up the pairs of teams ahead of time so students know who they are working with right away.</li><li>• <b>Step 3: Create a template for recording slots.</b> Each slot should be 15–20 minutes. This is a good opportunity to organize teams depending on how much time they need to complete their podcasts. Schedule teams that are 100% ready to go first, giving the other teams more time to fix or expand on their podcast scripts based on the feedback they received earlier in this lesson.</li><li>• <b>Step 3: Give instructions for work time.</b> As you are working to schedule all podcast teams for their recording sessions, give students guidance on what they should do until you get to their team. They should practice their revised podcast as much as possible, and finalize their script in preparation for their upcoming recording session.</li></ul>		

**Lesson Steps in Detail****Step 1: Workshop your podcast****(30 min)**

**Purpose:** Students practice their podcasts with two other teams and give each other feedback on their scripts.

**You might say:** *Now that we have researched, planned, and outlined our podcasts, it's time to practice them. Your team has been working on a podcast script that lays out everything you will say in your podcast, exactly as you will say it during your recording session. You are going to go through two rounds of feedback on each other's scripts. However, the teams you are paired with will not read your script; instead, they will watch you read your script as a team. This will enable them to provide feedback on how your story sounds aloud. It will also help you because, when you read your writing aloud, you can catch mistakes more quickly and easily. You'll be able to make any changes needed before you record.*

**[Slides 2–4] Distribute the [Podcast Feedback](#) handout.** Read instructions with students and provide any further guidance needed, including expectations for peer feedback. Talking points:

- You will participate in two rounds of feedback.
- You will fill out one feedback form for each team you are paired with and give it to them at the end of the feedback round.
- Between each feedback round, you will have three minutes to make quick edits to your script. These should be simple changes, like crossing out words that tripped you up or fixing grammatical errors.
- Each team member should have a copy of their script and a pen or pencil. As your teammates read their parts of the script, circle/underline/highlight anything that sounds off or might need to be edited.
- (Optional) Provide further guidance if needed, like how long they have for each round and how they will know it's time to stop and to move on. If possible, provide timers to help students stay on track.

**Step 2: Revise your podcast****(20 min)**

**Purpose:** Students review the notes they took on their scripts during feedback rounds, along with the **Podcast Feedback** handouts they received from their peers, to revise their podcast script.

**You might say:** *Now that you have participated in the feedback rounds, you have a lot of notes to review with your team! Review the notes your team took as you all read your script, along with the ones on the **Podcast Feedback** handouts that your peers completed for you.*

**[Slide 5] Facilitate a reflection and prioritization of peer feedback.**

- Invite teams to discuss the following questions in their teams as they reflect on their feedback. Ask:
  - *What feedback did we receive that we can address quickly and right away?*
  - *What feedback did we receive that would require us to rewrite a major part of our script? How should we address this feedback?*
  - *What feedback did we receive that would require us to add an entirely new part to our podcast? How do we plan to address this feedback?*
- Invite teams to share out up to three changes they are making based on peer feedback.

**[Slide 6] Invite students to reflect on the project rubric.** Distribute copies of the [Podcast Rubric](#). Instruct students to read through the rubric as a team and reflect on the following question: *What do we still need to complete, or revise, in order to make sure that our podcast is meeting the rubric expectations for an award-winning podcast?*

## Teacher Guide

### Lesson 3.2: Practice & Revise Your Podcast

#### Resettling in Washington



- Invite teams to share out up to three changes or additions they are making to ensure they are meeting project expectations, based on the rubric. They can also share which recommendations from the rubric they plan to keep in mind as they record (tone, language, etc.).

#### Step 3: Schedule your recording session

(20 min)

**Purpose:** Students schedule their recording sessions and finalize their podcast scripts.

**You might say:** *We are nearing the end of our podcast planning! Next, we will schedule our recording sessions. We'll record our podcasts one team at a time to ensure that everyone has enough support for their recording. I will now walk around to schedule each team for their session.*

**[Slide 7] Provide guidance on what students should be doing as you walk around to schedule recording sessions.**

Talking points:

- Continue revising and finalizing your podcast script based on the feedback you received.
- Once you have finalized your script, practice it aloud as a team as many times as possible.

#### Teacher Tip: Scheduling Recording Sessions

Although ideally you would be present to oversee all of the podcast recordings, it is not always feasible given the number of students you have in your class and amount of time you might have set aside to complete this project. Here are some other ideas you can consider for students to record their podcasts:

- Podcast teams record in admin offices. Most schools have administrative offices that could be repurposed for a day or two to support student podcasting.
- Podcast teams record in another teacher's classroom during that teacher's planning time.
- Podcast teams record during lunch or after school.
- Podcast teams record over Zoom so they can record from different locations, potentially after school.

These options would require some extra coordination on your part, but would allow your students to record outside of your allotted class time or to do multiple recordings at the same time.



### Lesson 3.2: Practice & Revise Your Podcast

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### Podcast feedback rounds

You will participate in two rounds of feedback.

You will fill out one feedback form for each team you are paired with and give it to them at the end of the feedback round.

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### Podcast feedback guidance

Between each feedback round, you will have three minutes to make quick edits to your script. These should be simple changes, like crossing out words that tripped you up or fixing grammatical errors.

Each team member should have a copy of their script and a pen or pencil. As your teammates read their parts of the script, circle/underline/highlight anything that sounds off or might need to be edited.

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### Podcast feedback instructions

<Provide any further guidance on how long they have for each round, and how they will know it's time to stop and to move on. If possible, provide timers to help students stay on track.>

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## Feedback reflection questions

- *What feedback did we receive that we can address quickly and right away?*
- *What feedback did we receive that would require us to rewrite a major part of our script? How should we address this feedback?*
- *What feedback did we receive that would require us to add an entirely new part to our podcast? How do we plan to address this feedback?*

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## Reflecting on the Rubric

*What do we still need to complete, or revise, in order to make sure that our podcast is meeting the rubric expectations for an award-winning podcast?*

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## Scheduling your recording session

<Provide guidance on what students should be doing as you walk around to schedule recording sessions.

- **You can consider the following.**
  - Continue revising and finalizing your podcast script based on the feedback you received.
  - Once you have finalized your script, practice it aloud as a team as many times as possible.>

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## Lesson 3.2: Podcast Feedback

Name: \_\_\_\_\_

**Directions:** Use the chart below to give feedback to your partner team for this peer feedback cycle. You can use the example sentence starters to the left to jump-start your thought process.

<b>Teammates I am giving feedback to:</b>	
<b>What group of refugees is this team highlighting in their podcast?</b>	
<b>Clarify:</b> I'm not sure, but I think your message is... Are you trying to say...	
<b>Value:</b> I really like how you ... I appreciate the message about... It was super effective when you...	
<b>Concerns:</b> Have you considered including _____? I wonder if _____ could be made clearer by... What I wonder about _____ is...	
<b>Suggest:</b> You could strengthen the connection between... You could elaborate on... Have you considered changing/adding _____?	
<b>What message about standing in solidarity did this team send through their podcast?</b> Do you have any feedback about this message?	

## Lesson 3.3: Record Your Podcast

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*How can we use podcasting to stand in solidarity with displaced people?*

### Learning Targets

I can:

- Come prepared to record my podcast.
- Present my ideas clearly using digital technologies.

### Purpose

In this lesson, you will showcase all of the work you have done so far by recording your podcast! You will work with your team and use your podcast script to record a coherent, structured, and clear podcast.

### Lesson Steps

1. **Record your podcast:** Arrive at your scheduled recording time and record your podcast with your team!
2. **Use flexible time:** Use the remaining time to continue recording, begin editing your podcast, or take care of tasks required to prepare for the podcast publishing event.

### Explore More

- The Democracy Group video: [“How to record podcast episodes”](#) [11:50]
- The Democracy Group video: [“How to edit a podcast yourself”](#) [11:59]



## Teacher Guide

### Lesson 3.3: Record Your Podcast Resettling in Washington



#### Teacher Preparation Notes

Pacing		
Lesson Timing:	140 minutes	
Standards		
✓ <a href="#">WA</a>	<b>SSS3.6-8.1:</b> Engage in discussion, analyzing multiple viewpoints on public issues. <b>H2.6-8.3:</b> Explain and analyze how cultures and ethnic groups contributed to Washington state history since statehood.	
✓ <b>CCSS</b>	<b>CCSS.ELA-LITERACY.SL.7.4:</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li>n/a</li></ul>	<ul style="list-style-type: none"><li><a href="#">Lesson 3.3 Slide Deck</a></li></ul>	<ul style="list-style-type: none"><li>Technology (computer, tablet, phone) with recording software</li></ul>
Lesson Overview		
In this lesson, students showcase all of the work they have done so far by recording their podcast! Students work with their team and use their podcast script to record a coherent, structured, and clear podcast.		
Teacher Preparation		
<ul style="list-style-type: none"><li><b>Learn about recording podcasts.</b> Watch The Democracy Group’s <a href="#">“How to record podcast episodes”</a> video [11:50] to learn about additional considerations you can implement to support student podcast sound quality.</li><li><b>Determine technology hardware and software needs in advance.</b> Decide how students will be recording their podcasts. They might use a school computer, or you might give students the option to record their podcast on their phone. Determine if your school can provide external microphones and headphones for student computers. Recording podcasts can be as low- or high-tech as you choose.</li><li><b>Steps 1–2: Adapt slide deck to support this lesson.</b><ul style="list-style-type: none"><li><b>Slide 3:</b> Update with what students should expect as they record their podcasts.</li><li><b>Slide 4:</b> Decide whether and how you will have students edit their podcast after they record it.</li></ul></li><li><b>Step 1: Determine how to supervise podcast production:</b> If you are using one of the Teacher Tip ideas from Lesson 3.2 to record multiple podcasts at the same time, make sure there are adults available to support and supervise students.</li><li><b>Step 1: Determine the platform you will use to record podcasts.</b> The guidance in Step 1 includes a Teacher Tip about the Audacity platform, but you can use any recording platform you want. Make sure to preview the tool, though, so you can help students navigate it during their recording session.</li><li><b>Step 1: Determine how you will share the audio files.</b> See the Teacher Tip at the end of Step 1 for more guidance on sharing audio files with students. Then, determine how you will upload the podcasts so they can be shared in Lesson 3.4.</li></ul>		



## Lesson Steps in Detail

### Step 1: Record your podcast

(120 min)

**Purpose:** Students record their podcast during their scheduled recording slot.

**You might say:** *The time has come to record our podcasts! You will be working in your teams to record your podcast using the script you have finalized and practiced. Each team has signed up for its own time slot, so be sure to keep track of time so you know when to go to the recording studio.*

**[Slide 2] Record podcasts!** Give students some guidance on what they should expect as they record their podcasts.

Talking points:

- Be ready by the recording space three minutes before your recording time.
- Make sure each team member brings a copy of the podcast script.
- While you wait for your turn, continue to practice your script.
- (Optional) Add any other guidance on what students should expect as they record their podcasts.

#### Teacher Tip: Using Audacity

To record the student podcasts, you will need a recording tool. Audacity is one free option you can use to easily record podcasts. Follow the links and guidance below, and make sure to explore your chosen tool before the lesson so you are ready to support students in their recording!

- [Download Audacity](#)
- [How to use Audacity](#) (video)

Some best practices:

- Select a quiet space for recording to ensure student voices are not obscured by other noises.
- Allow students to record a 30-second practice session and play it back so they can reflect on their volume, speed, and tone.
- If possible, connect headphones with a microphone to the computer where students are recording. You can also contact tech support for your school to see if they have a more advanced setup they could loan out. Either way, make sure to change the microphone input/output on Audacity.
- Decide how you will edit these files. You might notice a couple of seconds of transition time when students switch between speakers, especially if they are using headphones. This is easy to edit in Audacity, and you can do it yourself before they are uploaded and shared in Lesson 3.4. However, this is also an opportunity to enable some of your more tech-savvy students to become “podcast producers.” They can help you edit the files as you supervise recording sessions, if you set them up to do so on another computer. They can even add background music!

## Lesson 3.3: Record Your Podcast

### Resettling in Washington

#### Teacher Tip: Sharing Podcasts

Consider ahead of time how you will share the podcasts in Lesson 3.4. Work with your school's administrator and technology coordinator to determine the best way to publish and share students' podcasts. It might be as simple as emailing students an audio file, or as powerful as adding the podcasts to the school's website so people outside of the school community can also learn from the students' work.

Two good options for sharing within a class include uploading the podcast recordings to a Google Classroom Assignment, or posting them on Flipgrid.

To share out more broadly, podcasts can also be hosted on open platforms. From the *New York Times*' ["Project audio"](#) lesson plan, here's [an example](#) of how one teacher shares her class's podcasts on SoundCloud.

#### Step 2: Use flexible time

(20 min)

**Purpose:** Some student teams may need more time to record; others may be ready to move on to the editing stage, if they know how to use the technology. Students may also use this time to plan for the publishing event if needed.

***You might say:** Now you have some flexible time to work. You may need more time to record your podcast. If your team has finished recording and you are satisfied with your podcast—congratulations! You can use the remaining time to begin editing your podcast, if you know how, or you can wait until the next lesson, when you will have more time to put the final touches on your podcast. You can also use this time to continue planning for our publishing event.*

**[Slide 3] Provide guidance on what students can work on while others record.** Explain that they may use this flexible time to:

- Continue to finalize and practice their podcast, as they wait to record
- Continue recording their podcast
- Begin editing their podcast

**[Slide 4] (Optional) Student teams that are ready begin editing their podcast.** Remind students to check the **Podcast Rubric** one last time to be sure they are meeting all criteria for an award-winning podcast. Offer students the following guidance and monitor teams, providing support as needed. Talking points:

- Make sure your podcast is just the right length
- Check volume levels
- Cut unnecessary parts and errors
- Smooth transitions
- Reduce background noise
- Add music and sound effects



### Lesson 3.3: Record Your Podcast

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### Recording your podcast

- Be ready by the recording space three minutes before your recording time.
- Make sure each team member brings a copy of the podcast script.
- While you wait for your turn, continue to practice your script.

*<Add any other guidance on what students should expect as they record their podcasts>*

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### While you wait to record

- Continue to finalize and practice your podcast as you wait to record
- Continue recording your podcast
- Begin editing your podcast

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### While editing your podcast

- Make sure your podcast is just the right length
- Check volume levels
- Cut unnecessary parts and errors
- Smooth transitions
- Reduce background noise
- Add music and sound effects
- Check the **Podcast Rubric** one last time to check that you are meeting all the criteria for an Award-Winning Podcast Producer

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## Lesson 3.4: Community Discussion

### Unit Driving Question:

*What can the experiences of displaced people teach us about community, resilience, and humanity?*

### Module Driving Question:

*How can we use podcasting to stand in solidarity with displaced people?*

### Learning Targets

I can:

- Present my podcast to my classroom community.
- Give meaningful feedback to my peers on their podcasts.
- Reflect on the lessons I have learned about standing in solidarity with refugees.

### Purpose

In this final lesson, you will reflect on your podcasting experience and what you've learned about standing in solidarity with displaced communities.

### Lesson Steps

1. **Reflect on podcast recordings:** Listen to your own recording and the recordings made by other teams, and use the [Podcast Reflection](#) handout to record your thoughts.
2. **Participate in a community discussion:** After reflecting on the podcasts you and your peers created, participate in a discussion about what you learned through this recording process.
3. **Reflect on unit driving question:** Individually reflect on what the experiences of displaced people can teach us about community, resilience, and humanity. Finally, revisit the *Know & Need to Know* chart as a class.





## Teacher Preparation Notes

Pacing		
Lesson Timing:	60 minutes	
Standards		
✓ <a href="#">WA</a>	<p><b><u>SSS3.6-8.1:</u></b> Engage in discussion, analyzing multiple viewpoints on public issues.</p> <p><b><u>C4.6-8.3:</u></b> Employ strategies for civic involvement that address a state or local issue.</p> <p><b><u>H4.6-8.2:</u></b> Analyze how a historical event in Washington state history helps us to understand contemporary issues and events.</p>	
✓ <b>CCSS</b>	<p><b><u>CCSS.ELA-LITERACY.SL.7.4:</u></b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	
Lesson Resources		
For Students	For Educators	Materials
<ul style="list-style-type: none"><li><a href="#">Podcast Reflection</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Lesson 3.4 Slide Deck</a></li></ul>	<ul style="list-style-type: none"><li>Student podcasts (audio files)</li><li>Anchor chart</li><li>Sticky notes</li></ul>
Lesson Overview		
In this final lesson, students reflect on their podcasting experience and what they’ve learned about standing in solidarity with displaced communities.		
Teacher Preparation		
<ul style="list-style-type: none"><li><b>Step 1: Prepare podcast audio files.</b> See the Teacher Tip from Lesson 3.3 about publishing podcasts, and ensure that students have access to their own and the other teams’ recordings.</li><li><b>Step 1: Determine which podcasts students will listen to.</b> If you have uploaded all files to a class platform, students can listen to any two podcasts of their choosing. If you want to make sure all podcasts get equal attention, you can assign podcasts for each team to reflect on. Finally, decide how they will listen to these podcasts, depending on the technology available. For example: do you have enough headphones for each student to listen individually? If not, can you set students up in small groups, far enough apart that they can listen to podcasts in those groups? If not, choose a few podcasts to listen to as a class.</li><li><b>Step 3: Decide how to display unit reflections.</b> This step suggests having students write down their reflections on sticky notes that you can display on an anchor chart, along with the unit driving question. However, you can use other platforms, like Google Jamboard, to record these reflections if you choose. Just make sure to decide on the structure beforehand.</li></ul>		

**Lesson Steps in Detail****Step 1: Reflect on podcast recordings****(35 min)**

**Purpose:** Students listen to their own and their peers' podcast recordings. They reflect on the stories and messages of each podcast.

**You might say:** *It's time to celebrate and share all of the hard work we have done to create our podcasts. You will reflect on your own podcast and the podcasts created by your peers, and then we will have a community discussion on what we learned in this unit and through this process.*

**[Slide 2] Invite students to complete their peer reflections.**

- Distribute copies of the [Podcast Reflection](#) handout.
- Prompt students to begin by reflecting on the podcasts that their peers created. Provide directions on what podcasts they should listen to and how, and how much time they have for their peer reflections using the guidance provided in the Teacher Preparation section of this Teacher Guide.

**[Slide 3] Personal Podcast Reflection.** Direct students to Part 2 of their **Podcast Reflection** handout and inform them that they will now reflect on their own podcast. Provide guidance on how much time they have for these personal reflections.

**Step 2: Participate in a community discussion****(15 min)**

**Purpose:** Students engage in a whole-class discussion of the lessons they learned about supporting refugee communities through this unit and the podcast-recording process.

**You might say:** *Now that we have listened to some podcasts created by our class and reflected on these recordings individually, let's open it up to a community discussion. We will start by sharing what we learned from the podcasts we listened to, and then we will talk about what we learned in this unit as a whole.*

**[Slide 4] Invite students to participate in a community discussion.** You can work through some or all of the following discussion questions together. Encourage students to reference notes from their **Podcast Reflection** handout as they reflect and respond.

- *What new information did you learn today through podcasts about refugee communities?*
- *What surprised you as you were listening to podcasts today? What captured your attention?*
- *Do you have any shoutouts you want to give to other teams about their podcasts?*
- *Given our work, how can we use podcasting to stand in solidarity with displaced people?*
- *What is the most important thing you would want someone to take away from your podcast, in terms of supporting refugee communities?*

**Step 3: Reflect on unit driving question****(10 min)**

**Purpose:** Students individually reflect on the unit driving question and display their reflections on a class anchor chart.

**You might say:** *We are going to close out this unit by reflecting on the question that has been guiding our learning throughout: What can the experiences of displaced people teach us about community, resilience, and humanity? You will reflect on this question individually on a sticky note. When you are done, you will post your sticky note on our class anchor chart, and then I will read some of our reflections aloud.*

### Lesson 3.4: Community Discussion

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[Slide 5] **Display unit driving question.** Distribute sticky notes and give students time to individually reflect on the question. Then, invite students to post their sticky notes on an anchor chart with the question written on it. Read some of the reflections aloud.

[Slide 6] **Invite students to return to their class *Know & Need to Know* chart, and make any final updates.**

Acknowledge that it's okay if we still have unanswered questions about what we can do to stand in solidarity with displaced communities. There are so many organizations and communities working to support displaced people that we can look to for more information. These include:

- [Migration Policy Institute](#)
- [Alight](#)
- [Refugees International](#)
- [World Vision](#)
- [Anera](#)

#### Teacher Tip: Managing Audience Questions & Feedback

You may choose to invite parents and outside guests to this lesson, or share student podcasts with parents and outside guests.

When students share their work at an event attended by parents, school staff, other students, outside experts, and/or community members, the audience may need support for asking good questions. Some people may not know what questions to ask, or may ask questions that are too challenging or complicated—or even inappropriate. For example, someone might ask students to comment on an aspect of history they did not study, or ask about a sensitive personal or political topic, or ask a question in a way that your students find difficult to understand or answer.

If one of these questions arises, you can reframe it for students or ask the audience member to clarify it. For some questions, you may even have to say something like, “That’s a good question, but it’s not something we can answer,” or other words to that effect. Consider providing the audience with a handout with suggestions for the kinds of questions they might ask of students, such as, “What was the most important thing you learned?”, “What challenges did you face and how did you overcome them?”, and “Could you explain more about....?”

Audience feedback is good for students to hear and can be a valuable part of your assessment strategy. However, guests may tend to offer only general praise, not specific feedback, and typically don’t want to sound too critical. Distribute one copy of the **Podcast Rubric** per team presenting to any outside guests, so they can orient to the project and use the rubric to provide feedback.

### Lesson 3.4: Community Discussion

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#### Teacher Tip: Ways to Celebrate the Project

Let your community or local media know about the project, and consider where else the podcasts might be made available to additional audiences, or how you could share the story of the project.

In addition to a celebration that might have taken place with guests after the podcast publishing event, consider whether to celebrate as a class with just you and your students. Here are some ideas:

- As a class, discuss “what we are proud of” or “our shining moments,” and make a list on chart paper.
- Conduct an awards ceremony for the podcasts and hand out certificates. This should not be about which podcasts were the “best,” but more lighthearted and inclusive, and there can be more than one award given for each category. Students can help think of the categories, make nominations, and select who will receive the awards. Here are some examples:

Most Unusual Music  
Cleverest Sound Effects  
Future NPR Podcast Hosts  
Tech Support Wizards

Most Insightful Ideas  
Catchiest Introductions  
Unsung Heroes  
Most Challenging Problems Overcome



Lesson 8: R. D. Stewart Refurbished

Notes:

**Part 1: Discussion.** Using the charts below, reflect on the product shortcomings revealed by your peers.

Peer Feedback #1	
Review of the people on this product page Package community highlighted by the team	
What connection do the referenced American colleagues have made in the past 60?	
What message about diversity is conveyed in security and refugee connections is related to this product?	
After other meetings, questions, or comments do you have about this product?	



## Lesson 3.4: Podcast Reflection

Name: \_\_\_\_\_



**Part 1 directions:** Using the charts below, reflect on the podcast recordings created by your peers.

Peer Podcast #1	
Names of the people on this podcast team:	
Refugee community highlighted by this team:	
What connections to Vietnamese American refugees are made in this podcast?	
What message about standing in solidarity with refugee communities is included in this podcast?	
What other wonderings, questions, or comments do you have about this podcast?	

Peer Podcast #2	
Names of the people on this podcast team:	
Refugee community highlighted by this team:	
What connections to Vietnamese American refugees are made in this podcast?	
What message about standing in solidarity with refugee communities is included in this podcast?	
What other wonderings, questions, or comments do you have about this podcast?	



## Lesson 3.4: Podcast Reflection

Name: \_\_\_\_\_

**Part 2 directions:** Use the recording of the podcast your team created and the following chart to reflect on the process of creating the podcast.

What are your thoughts about your final podcast? What do you think your team did well?	
What surprised you about the process of recording a podcast?	
What, if anything, would you do differently?	
What did you learn about standing in solidarity with different communities through podcasting?	

# Vocabulary

## Resettling in Washington

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### Module 1

- **AAPI:** Asian American and Pacific Islander; this term arose in the 1980s to create political solidarity among these different ethnic groups in the U.S.
- **asylum:** a form of protection which allows an individual to legally remain in a new country instead of being deported to their home country, where they would face persecution or harm
- **culture:** a pattern of behaviors, values, and beliefs shared by a group of people or society
- **displacement:** the forced relocation of someone from their home to another place, typically because of war, persecution, or natural disaster
- **humanity:** the capacity for being kind and well-meaning to other people
- **refugee:** a person who is unwilling or unable to return to their country because of war, persecution, or natural disaster
- **resilience:** a combination of strength, adaptability, and persistence that helps someone recover from challenges
- **solidarity:** an expression of support for a person, people, or group

### Module 2

No new vocabulary for this module.

### Module 3

- **broken narrative:** a type of storytelling structure which is told using a lot of contextual details, and the order in which events in the story are told can vary
- **chronological order:** a type of storytelling structure in which the events of the story are told in the order in which they happened
- **circular order:** a type of storytelling structure which starts at the height of the conflict (the climax), then goes back to the beginning and continues in chronological order