Summary of Hmong Studies: This lesson has filled with eye-opening information on a culture that is so close to us physically but seemingly disconnected from us culturally and societally. I was aware of the large Hmong population in Minnesota and Wisconsin but I did not understand the reasoning and history that went along with it. Their involvement in the Vietnam War, the refugee camps and their horrors, and the major cultural disconnect that many immigrants suffer was not part of my knowledge base on this topic previous to our studies. The diversity among this rich and beautiful culture is fascinating. The history is interesting and frightening, and there is a lot of lessons that can be taught and learned from it. I admire the strong sense of family, interconnectedness of people, respect, loyalty, unity, and collective way of thinking. Students could learn much on these topics and become “enlightened” by the ways of this culture with roots in Buddhism and Shamanism. We have so much to gain from listening to and learning from “others” it is sad to me that their differences are seen as challenges to be overcome in order to fit in to our world. The overwhelming pressure that immigrants feel to assimilate is discouraging, we do not want to lose the qualities that the Hmong culture has to offer, we should be including, not diluting!

*Dr. B., I have never done a lesson in this format before. It is a model that my daughter’s Social Studies teacher uses. I only used her template, I came up with everything else on my own. I liked this model because it allows for limited personal choice, which I have observed is HUGE to a middle-schooler and has the power to command much added engagement and enthusiasm. I think that the activities align well with the objectives and are measurable, though I am very curious to get your feedback on this one! Thanks, Mara*

Middle Level Social Studies

Language arts and Arts integration lesson

Lesson: ***Hmong “Think-Tac-Toe”***

***Unit Final Project***

**Student Objectives**

Students will *Know:*

* Major events in the history of the Hmong
* Hmong cultural norms and traditions
* Areas of the world where the Hmong have lived or originated

Students will *Understand:*

* That the Hmong culture is made up of many people from many places and that their culture is rich in diversity
* The roll of art and storytelling in the Hmong culture
* The Hmong’s placement into refugee camps and the physical and emotional effect that placement had on families

Students will demonstrate Knowledge and Understanding in these areas by completing the following activity (*objectives will be measured in the following ways*):

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

* **You must choose 3 activities that form a tic-tac-toe.**
* Thorough answers will demonstrate your understanding of this material through your use of facts and details from the resources and information we have been studying in class.
* Grading rubric and additional resources attached.

|  |  |  |
| --- | --- | --- |
| Make an illustrated time line of at least 5 significant events in Hmong history. | Create your own Paj Ntaub (“Flower Cloth”), the artistic textile tradition of the Hmong culture.  Explain briefly, in one paragraph, the historical significance of this art form. | Write a letter from the point of view of a refugee who has been separated from their family. Describe your living conditions as well as your feelings. |
| List 5 cultural values of the Hmong people and tell how these values may affect their “fitting in” to American society.  See if you can identify potential problems when not familiar with American laws and/or customs. | Compare and Contrast Individualist and Collectivist cultural values.  Journal on some of the guiding principles of American society (independence, competition, determination, hard work, and self-promotion). Compare these to that of a Collectivist culture, such as that of the Hmong people. | Label on a political map the following countries important to the Hmong people:   * China * Laos * Vietnam * Thailand * Burma |
| Read *A Hmong Folk Tale* by Maysua HerRe-title it with using the moral of the story and re-tell it using a six frame comic strip. | Write a job description, including main responsibilities and societal role, for each of the following common “occupations” in traditional Hmong culture:   * Subsistence Farmer * Shaman * Monk | Create an informational travel brochure for the country of Laos. Be sure to include geographical features, climate, language and governmental information, as well as some suggestions for historical sites to visit. |

Student Resources

<http://www.hmongcontemporaryissues.com/GalleryartKLY.html>

<http://education.mnhs.org/immigration/communities/hmong>

<http://racebridgesforschools.com/wp/?p=2501>

<http://www.hmongculture.net/hmong-people/hmong-timeline>

<http://www.csuchico.edu/~cheinz/syllabi/asst001/fall97/5may-her.htm>

Grading Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exceeds Expectations | Meets Expectations | Needs Some Improvement | Needs Much Improvement |
| Overall Neatness/Mechanics | 5 | 4 | 3 | 2 |
| Completeness Thoroughness  Creativity  *Answer 1* | 5 | 4 | 3 | 2 |
| Completeness Thoroughness  Creativity  *Answer 2* | 5 | 4 | 3 | 2 |
| Completeness Thoroughness  Creativity  *Answer 2* | 5 | 4 | 3 | 2 |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Differentiation:**

* Choice of activities based on personal interest and ability, as well as verbal/linguistic and visual learning preferences.
* Students with limited writing skills will be provided with an audio recorder to record their answers.
* Depending on access to research materials and technology additional in-class work time may be necessary.

**Closure:**

One project per square will be chosen for presentation in order to create a cooperative learning experience as well as to provide a sense of pride and accomplishment through sharing a work well done.

**References for this lesson:**

Student Resources listed above

Moehling, Susan. 2011. “Think-Tac-Toe” Lesson Model.

[http://www.hmongstudiesjournal.org/](http://www.hmongstudiesjournal.org/childrens-storybooks-and-lesson-plans-for-teachers.html)