

Hmong History & Cultural Studies Model Curriculum
California Department of Education
The Survival and Resilience of Hmong People
Grade(s): 11–12

Author(s): Ya Po Cha

Area of Study: Hmong Ways of Knowing

Compelling Question: How do we understand the varied worldviews of peoples in Hmong communities?

Lesson Questions (Supporting Questions):

- How have Hmong resisted colonization and persecution?
- What strategies did Hmong people employ in war to help them safeguard against being exterminated? How did locations, weapons, and fighting tactics help Hmong people protect themselves?
- How did they maintain their culture, religion, and lifestyle while being colonized or persecuted?

Lesson Materials:

- **Supplies:**
 - Access to laptop device
 - Examples of occurrences in human history
- **Handouts:**
 - Excerpt on “Hmong History & Culture” by Ya Po Cha
 - Oral Presentation Rubric
 - Link to all handouts:
<https://ucdavis.box.com/s/wuewbjftfk3ps5xxahkvqlqxmc6vlor>

Lesson Objective: Students will discover how Hmong people have been able to retain their identity, language, culture, and beliefs despite being subjected to persecution and colonization, continuously throughout history.

Ethnic Studies Theme:

This lesson connects to the ethnic studies theme of *community and solidarity* from the Asian American Studies Curriculum Framework (Asian American Research Initiative, 2022). Students analyze community resistance and alliances between communities, as well as the complexities

within these experiences. Students consider the various ways Hmong resistance to colonialism has manifested over time. Educators may enhance this lesson by connecting Hmong resistance to other AAPI movements throughout history, in particular the Asian American Movement of the 1960s and 70s.

For additional guidance around ethnic studies implementation, refer to the *Ethnic Studies Model Curriculum* (2021) <https://www.cde.ca.gov/ci/cr/cf/esmc.asp>.

Standards Addressed:

CCSS.ELA-LITERACY.RL.11–12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.W.11–12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.SL.11–12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson Assessment:

Students will create a presentation to share their findings of the survival and resilience of Hmong people. All lesson questions should be answered in the presentation. Presentations may take the form of group presentations, whole-class presentations, and/or video presentations. Alternatively, students can complete the lesson assessment in the form of a written, visual, or audio summary.

Suggested Amount of Time: 90 minutes

Lesson Background: After reading about Hmong culture and history from the primary source (see excerpt on “Hmong History & Culture”), students will have conversations around the lesson questions and then create a presentation, individually or as a group, demonstrating what they learned about the survival and resilience of the Hmong people. Students will explore themes and topics of leadership, war tactics, lifestyle, geographic locations, beliefs, self-preservation, etc. and how these contribute to the Hmong’s ability to resist colonization and persecution, allowing them to thrive to this day.

This lesson contains content that may be sensitive for some students. Teachers should exercise discretion in evaluating whether the resources are suitable for their class and provide a content warning to their students at the beginning of the lesson.

Lesson Procedures:

Step 1: Introduction

1. Present the following terms to students and ask them to discuss with a peer what knowledge they have about each term, or what thoughts come to mind when they see the words: *Oppression, Colonization, and Persecution*.
2. Define each term with the class and brainstorm examples of occurrences in human history of the following:
 - a. Oppression - unjust or cruel exercise of authority or power (ex., Civil Rights era; racial oppression of African Americans or minority groups, etc.)
 - b. Colonization - the action or process of settling among and establishing control over the indigenous people of an area (ex., European colonization of North America; overthrow of Hawaiian kingdom, etc.)
 - c. Persecution - hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs (ex., Jews by Hitler's regime; Indian Boarding Schools, etc.)

Step 2: Interaction with Primary Source:

1. Hand out a copy of (or project) the excerpt on "Hmong History & Culture." Read the excerpt out loud as a class or have students individually read over the background information provided by author Ya Po Cha.
 - See Handout pages 1 & 2
<https://ucdavis.box.com/s/wuewbjftfk3ps5xxahkvqlqxmc6vlor>
2. First interaction with text: Have students annotate unfamiliar terms or phrases they are unclear about. Then, the class can define them together and the teacher can clarify any uncertain text.
3. Second interaction with text: Complete a Comprehension Check of the reading with a discussion of the Lesson Questions. These questions can be answered with a partner and/or with the whole class.
 - How have Hmong resisted colonization and persecution?
 - What strategies did Hmong people employ in war to help them safeguard against being exterminated? How did locations, weapons, and fighting tactics help Hmong people protect themselves?
 - How did they maintain their culture, religion, and lifestyle while being colonized or persecuted?

Step 2: Research and Cultural Production

1. Introduce the presentation task to students: In a slidedeck presentation, students are to share their findings of the survival and resilience of Hmong people. All lesson questions should be answered in the presentation.
 - Presentations may take the form of group presentations, whole-class presentations, and/or video presentations.
 - Alternatively, students can complete the lesson assessment in the form of a written, visual, or audio summary.
2. Teacher will have students review what information they have gathered so far from the excerpt about how Hmong people have been able to retain their identity, language, culture, and beliefs despite being subjected to persecution and colonization continuously throughout history.
 - Have students think about: What additional information might they need to answer the lesson questions?
3. Students will then work independently or in groups to do additional research on Hmong war stories and learn what happened and how Hmong people fought against colonialism and persecution.
 - Students can use the referenced sources listed below in the Supplementary Sources to accomplish this or find additional sources from trusted sources on the internet to create and complete their presentation or summary.

Step 3: Closure and Assessment

1. Have students share their final presentation in small groups or to the whole class.
2. Teachers can use the sample *Oral Presentation Rubric* (see Handout page 3) to evaluate student presentations or modify the template to create their own.

Scaffolding:

- **Engagement:** Consider the following method to support with lesson engagement:
 - Vary activities and sources of information so that they can be:
 - Personalized and contextualized to learners' lives
 - Culturally relevant and responsive
 - Socially relevant
 - Age and ability appropriate
 - Appropriate for different racial, cultural, ethnic, and gender groups

- Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests
- **Representation:** Consider the following method to support with multiple means of representation:
 - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)
- **Action and Expression:** Consider the following method to support in presenting their learning in multiple ways:
 - Provide graphic organizers and templates for data collection and organizing information
 - Provide checklists and project planning templates for understanding the problem, setting up prioritization, sequences, and schedules of steps

For additional ideas to support your students, check out the UDL Guidelines at CAST (2018) <http://udlguidelines.cast.org>.

Multilingual Learner Supports:

- **Emerging:** Consider the following method to support with emerging students:
 - Speaking: Elicit choral responses
 - After reading a shared text, students work with teacher guidance, to retell a familiar story using props and visuals. Teacher encourages the use of transition words as the story retelling progresses. Teacher solicits student responses.
- **Expanding:** Consider the following method to support with expanding students:
 - Speaking: Repeat and expand student responses in a collaborative dialogue
 - Ground rules or guidelines for conversations are used as the basis for constructive academic talk. Teacher provides judicious corrective feedback during student talk.
- **Bridging:** Consider the following method to support with bridging students:
 - Speaking: Require the use of academic language
 - Apply domain-specific vocabulary and general academic vocabulary in open sentence frames to perform functions, like describing or explaining,

that target specific grammatical structures.

For additional guidance around scaffolding for multilingual learners, please consult the following resources:

- *English Learner Toolkit of Strategies*
<https://ucdavis.box.com/s/ujkdc2xp1dqjzrlq55czph50c3sq1ngu>
- *Providing Appropriate Scaffolding*
<https://www.sdcoe.net/educators/multilingual-education-and-global-achievement/oracy-to-olkit/providing-appropriate-scaffolding#scaffolding>
- *Strategies for ELD*
<https://ucdavis.box.com/s/dcp15ymah51uwizpmmt2vys5zr2r5reu>
- *ELA / ELD Framework*
<https://www.caeducatorstogether.org/resources/6537/ela-eld-framework>
- *California ELD Standards*
<https://ucdavis.box.com/s/vqn43cd632z22p8mfzn2h7pntc71kb02>

Enrichment Opportunities:

1. Students can apply what they learn to real life situations or current societal conflicts.
2. Students can compare the concept of ancestral worship and animism to American Indian tribes beliefs.
3. Teachers can also reach out to the author, Ya Po Cha, and invite him to the class for an author talk/presentation.

Works Cited:

- Asian American Initiative. 2022. *Asian American studies K-12 framework*.
<https://asianamericanresearchinitiative.org/asian-american-studies-curriculum-framework/>
- Britt, K. 2020, May 11. *English learner toolkit of strategies*. California County Superintendents.
<https://cacountysupts.org/english-learner-toolkit-of-strategies/>
- California Department of Education. 2021. *Ethnic studies model curriculum*.
<https://www.cde.ca.gov/ci/cr/cf/esmc.asp>
- California Department of Education & English Learner Support Division. 2012. *California English Language Development standards (Electronic Edition) kindergarten through grade 12 (F. Ong & J. McLean, Eds.)*. California Department of Education.
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

- California Educators Together. (n.d.). *ELA / ELD framework*.
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- CAST. 2018. *The UDL guidelines*. <http://udlguidelines.cast.org>
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- Tulare County Office of Education. (n.d.). *Strategies for ELD*.
<https://commoncore.tcoe.org/Content/Public/doc/Alpha-CollectionofELDStrategies.pdf>

Supplementary Sources:

- Quincy, K. 2003. *Hmong: History of a people*. Eastern Washington University Press.
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- Vang, T. S. 2013. *A history of the Hmong: From ancient times to modern diaspora*. Lulu.com.
- Xiong, Y. P. (Director/Producer). 2020, May 12. *Taug txoj lw ntshav daim 1: Keeb kwm Hmoob nyob Suav Teb* [Video]. YouTube. <https://www.youtube.com/watch?v=7v-peqhbW4I>
- Xiong, Y. P. (Director/Producer). 2020, October 2. *Taug txoj lw ntshav daim 2: Txoj kev mus cuag Huab Tais Hmoob, 1795 - 1806* [Video]. YouTube. https://www.youtube.com/watch?v=gD4Ug_dPVwM
- Xiong, Y. P. (Director/Producer). 2020, May 9. *Taug txoj lw ntshav daim 3: Tsab Xyooj Mem coj Hmoob tua Suav* [Video]. YouTube. <https://www.youtube.com/watch?v=uKSWn1WWfW4>