

Vietnamese American Experiences Model Curriculum
California Department of Education
Flags of Vietnam
Lá cờ Việt Nam
Grade Level: 7–8
Vietnamese Student Materials

Translation Disclaimer

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Author: Tori Phù

Area of Study: Framing the Vietnamese American Experiences Model Curriculum

Compelling Question: Why is it important to learn about Vietnam, Vietnamese refugees, and Vietnamese American experiences?

Lesson Question (Supporting Question):

- Why are there two Vietnamese flags?
- What is the meaning behind the two Vietnamese flags?

Câu hỏi Đáng lưu ý: Tại sao việc tìm hiểu về Việt Nam, người tị nạn Việt Nam, hành trình và kinh nghiệm của người Mỹ gốc Việt lại quan trọng?

Câu hỏi Bài học (Câu hỏi Hỗ trợ):

- Tại sao lại có hai lá cờ Việt Nam?
- Ý nghĩa đằng sau hai lá cờ Việt Nam này là gì?

Lesson Materials:

- Supplies:
 - Access to laptop device

- Readings:
 - “The Flag of Vietnam”
- Videos:
 - “Traditions Explained: History of the Vietnamese Heritage and Freedom Flag” (timestamp 1:09–12:39)

Lesson Objective: Students will be able to explain the major differences between the two Vietnam flags by completing a thinking map and reflect on their own identity by creating their own flag.

Mục tiêu Bài học: Học sinh sẽ có thể giải thích những điểm khác biệt chính giữa hai lá cờ Việt Nam bằng cách hoàn thành sơ đồ tư duy và đưa ra suy nghĩ về bản sắc của riêng mình bằng cách tạo ra lá cờ của riêng mình.

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.

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>.

Historical Thinking Skills: This lesson will facilitate student proficiency in *historical significance*, one of Seixas’ historical thinking skills (Seixas & Morton, 2013). Students make personal decisions about what is historically significant, and then consider the criteria they use to make those decisions. Students consider how historical significance is constructed. That is, events, people, and developments meet the criteria for historical significance only when they are shown to occupy a meaningful place in a narrative.

Standards Addressed:

CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Lesson Background:

The Vietnamese flag has undergone several changes over time. Vietnam has two flags: a red flag with a yellow star (cờ đỏ) and a yellow flag (cờ vàng) with three red stripes. The yellow flag with the three red stripes was used from 1948-1975, during which Vietnam was divided into North Vietnam and South Vietnam. The red flag with the yellow star is the current national flag of Vietnam, since 1945. The red flag was later adopted as the flag of the unified Vietnam in 1976. For many Vietnamese community members, the flags evoke strong emotions and pride in their national identity. The symbols in both flags (stars and stripes) represent a rich history.

Lesson Assessment:

Students will create their own flag that represents their identity or a cause they believe in. This flag can be a physical or digital creation. Alternatively, students can produce a written product in the form of a poem or song.

Học sinh sẽ tạo ra lá cờ của riêng mình đại diện cho bản sắc của mình hoặc một nguyên tắc mà các em tin tưởng. Lá cờ này có thể là một tạo ra lá cờ thủ công hoặc kỹ thuật số. Ngoài ra, học sinh có thể sáng tạo một sản phẩm viết dưới dạng một bài thơ hoặc bài hát.

Suggested Amount of Time: 60–80 minutes

Lesson Procedures:

- a. Cultural Energizer (five minutes)
 - i. Ask students to think of one to two symbols that best represent their identity and explain why. (Example: waves because they love the ocean, the plane because they love to travel, or a ladybug because they love being in nature.)
 - ii. Have students share their symbol and explanation with a partner.
 - iii. Solicit student responses to the class.
- b. Anticipatory Set (10–15 minutes)
 - i. Teachers will display photos of both flags, without giving historical context to students. Teachers can introduce that these are the two flags of Vietnam, and withhold further details at this time.
 1. Flag 1: Red flag with yellow star.
<https://ucdavis.box.com/s/6uwe6s1fkl4e7u7psz9zq0ibsrkfioxu>
 - a. Sourced from: <https://www.britannica.com/place/Vietnam>

2. Flag 2: Yellow flag with three red stripes.

<https://ucdavis.box.com/s/kxq9fdepqnoijn17hghsl0w8p4rl5smt>

- a. Sourced from:

https://en.wikipedia.org/wiki/Flag_of_South_Vietnam#:~:text=Flag%20of%20the%20Viet%20Cong&text=A%20large%20yellow%20star%20centered,colored%20red%20and%20azure%20field.&text=The%20flag%20was%20designed%20by,%2C%20central%2C%20and%20southern%20Vietnam.

- ii. Teacher will guide students through a See-Think-Wonder activity. This can be written down, or discussed orally as a class.

1. See - Ask students to jot down what details they notice from each flag. They should identify color, icon differences, three stripes, etc. Students can note initial impressions here, too.
2. Think - Have students consider why there are two flags and what the symbols might represent.
3. Wonder - Have students pose one or two questions or wonderings.

- c. Interaction with sources (20 minutes)

- i. Teachers can use the lesson background to reintroduce the two flags. Additionally, teachers should introduce the lesson questions.
- ii. Students should have a notetaker. Teachers can prepare this for students ahead of time, or students can create their own. Suggested thinking map for notes: a double bubble map or a venn diagram.
 1. One side of the thinking map should be for the red flag with the yellow star, and the other side should be for the yellow flag with the three red stripes.
- iii. Students will be asked to add details of each flag to their notes. This can include information about history, dates, symbolism, meaning, usage, etc.
- iv. Source 1: “Traditions Explained: History of the Vietnamese Heritage and Freedom Flag” <https://www.youtube.com/watch?v=IXGPW1jsGMs> (timestamp 1:09–12:39) Teacher can choose to end the video at any point.
 1. This video mostly provides information about the yellow flag. By the end of this video, students should have a lot of notes for that side.

2. Have students turn to a partner and share their takeaways. Encourage students to add to their notes any new information learned from their partner.
- v. Source 2: “The flag of Vietnam”
<https://vietnamoriginal-travel.com/news/the-flag-of-vietnam/>
1. This source provides brief information about both flags. This can help students solidify their understanding of each flag. This source can be done independently or again with a peer.
- d. Shared Learning (10–15 minutes)
- i. Once students are done with the sources and notes, have a whole class discussion about the similarities and differences between the two flags.
 - ii. Students will synthesize their understanding of each flag on their thinking maps by creating a short two to four sentence summary for each flag. Their summaries should answer both lesson questions.
 1. Possible sentence frames:
 - a. “The red flag with the yellow star/yellow flag with the three red stripes represents...”
 - b. “The ... flag is mostly used by ... because...”
 - c. “Vietnam has two flags because...”
 - a. “Lá cờ màu đỏ có sao vàng là cờ... / lá cờ màu vàng có ba sọc đỏ là cờ...”
 - b. “Lá cờ ... chủ yếu được sử dụng bởi ... vì...”
 - c. “Việt Nam có hai lá cờ vì...”
 2. Optional: Teachers can call on a couple of students to share the summaries for each flag to check for understanding.
 - iii. Class discussion
 1. Have students reflect on the following prompt: How has learning about the flags deepened your understanding of Vietnam’s history and culture?

Việc tìm hiểu về các lá cờ đã giúp em hiểu sâu hơn về lịch sử và văn hóa Việt Nam như thế nào?

- e. Cultural Production (15–20 minutes)
 - ii. Students will be tasked with creating their own flag that best represents their identity or a cause they strongly believe in. This can be digitally created or physically. Encourage students to think of how their identity or cause can be symbolized through colors, design, style, formatting, icons, etc. The flag should convey a clear message about their identity or cause.
 - 1. Alternatively, students can produce a written product (i.e: poem, song, etc.). The final product can be open to a written, visual, or audio narrative.
- f. Circular Exchange (10 minutes)
 - ii. Students will walk around the classroom with their final flag creations and share with three to four peers their design and meaning behind the flag creation.

Scaffolding:

- **Engagement:** Consider the following method to support with lesson engagement:
 - Invite personal response, evaluation and self-reflection to content and activities
- **Representation:** Consider the following method to support with multiple means of representation:
 - Define domain-specific vocabulary (e.g., map key in social studies) using both domain-specific and common terms.
 - Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc).
- **Action and Expression:** Consider the following method to support in presenting their learning in multiple ways:
 - Provide models or examples of the process and product of goal-setting.

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:
 - Reading: Pair students to read one text together.

- Students turn to their designated partners to discuss prompts posed by the teacher. Partnerships are organized in teams of two.
- **Expanding:** Consider the following method to support with expanding students:
 - Reading: Provide a content vocabulary word bank with non linguistic representations
 - Students use a Frayer graphic organizer to support understanding of a key word or concept. Place the target word in the center amid four surrounding quadrants to support different facets of word meaning.
- **Bridging:** Consider the following method to support with bridging students:
 - Reading: Use focused questions to guide reading
 - Students use inquiry posing their own questions and wonderings to guide shared research experiences.

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/dcp15ymah51uwizpmmmt2vys5zr2r5reu>
- *ELA / ELD Framework*
<https://www.caeducatorstogether.org/resources/6537/ela-eld-framework>
- *California ELD Standards*
<https://ucdavis.box.com/s/vqn43cd632z22p8mfzn2h7pntc71kb02>

Enrichment Opportunities:

1. New Flag Design - Students can be tasked with creating a new flag that can represent Vietnam. They would apply their knowledge of the current flags and their symbolism. The new flag should reflect the values and identity of Vietnam.
2. Timeline Activity - Students can create a (digital or physical) timeline to track the important dates of the use and introduction of the flags of Vietnam. The timeline should identify the dates, flag used, historical context, and any important figures.

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Readings:**The flag of Vietnam**

The Viet Minh (a Vietnamese political and paramilitary organization, founded in 1941 by the Communist Party of Vietnam), a political party and an army fighting for the independence of Vietnam, used a red flag with a yellow star in the center during the war against the French colonial government. At the end of the Second World War, Viet Minh's political leader, Ho Chi Minh, proclaimed Vietnam's independence and signed the decree of 5 September 1945 adopting the red flag with the yellow star in the center as the national flag. After the reunification of July 2, 1976 between North Vietnam and South Vietnam, the red and yellow flag becomes the national flag of Vietnam.

The Vietnamese flag is found in administrative places, schools, some shops and homes, on T-shirts or in posters, and all over the streets during commemorations or city or village festivals. The author of the Vietnam flag still remains a mystery today, giving rise to controversies and endless assertions.

The Vietnam flag has two main and very popular colors in this part of the world: yellow and red. The background of the Vietnam flag is red and the middle five-pointed star is yellow. Red is the symbol of Vietnam's struggle for independence, but since the establishment of the communist government in the country, red now represents the revolution of the working class and the yellow star represents the power of the Communist Party in Vietnam. Each point represents the different categories of the population who contributed to the construction of socialism in Vietnam: the peasants, the workers, the intellectuals, the tradesmen and the soldiers. This star is there to remind national unity, a very important concept in the history of Vietnam that has gone through many hardships and sacrifices to get there.

The national flag of the Socialist Republic of Vietnam (cờ đỏ sao vàng or red flag with the yellow star) is rectangular in shape, its width is equivalent to two thirds of its length, and in the center is a yellow five-pointed star on a red background. The flag of Vietnam is the soul of Vietnam and Vietnamese, so it is present everywhere from the countryside in the city during the holidays and important events of Vietnam. You will find it in front of private houses, government agencies and public places during your trip to Vietnam.

Lá cờ Việt Nam

Việt Minh (một tổ chức chính trị và bán quân sự của Việt Nam, được Đảng Cộng sản Việt Nam thành lập năm 1941), một đảng phái chính trị và một đội quân đấu tranh giành độc lập cho Việt Nam, đã sử dụng lá cờ đỏ có ngôi sao vàng ở giữa trong cuộc chiến chống lại chính quyền thực dân Pháp. Cuối Thế chiến thứ II, Hồ Chí Minh, lãnh đạo chính trị của Việt Minh, đã tuyên bố độc lập cho Việt Nam và ký sắc lệnh ngày 5 tháng 9 năm 1945 chính thức chọn lá cờ đỏ sao vàng làm quốc kỳ. Sau khi thống nhất Bắc Việt Nam và Nam Việt Nam vào ngày 2 tháng 7 năm 1976, lá cờ đỏ sao vàng trở thành quốc kỳ của Việt Nam.

Lá cờ này được treo tại các địa điểm hành chính, trường học, một số cửa hàng và nhà dân, xuất hiện trên áo hoặc áp phích, và được trưng bày khắp nơi trong các lễ kỷ niệm từ thành thị đến nông thôn. Tác giả của lá cờ Việt Nam vẫn còn là một bí ẩn cho đến ngày nay, gây ra nhiều tranh cãi và giả thuyết.

Lá cờ này có hai màu chính và rất phổ biến ở khu vực này của thế giới: vàng và đỏ. Nền của lá cờ có màu đỏ và ngôi sao năm cánh ở giữa là màu vàng. Màu đỏ là biểu tượng của cuộc đấu tranh giành độc lập của Việt Nam, nhưng kể từ khi chính quyền cộng sản được thành lập tại đất nước này, màu đỏ lúc này đại diện cho cuộc cách mạng của giai cấp công nhân và ngôi sao vàng đại diện cho sức mạnh của Đảng Cộng sản Việt Nam. Mỗi cánh của ngôi sao đại diện cho một tầng lớp dân cư góp phần vào công cuộc xây dựng chủ nghĩa xã hội ở Việt Nam: nông dân, công nhân, trí thức, thương nhân và binh lính. Ngôi sao này ở đó để nhắc nhở về sự thống nhất dân tộc, một khái niệm rất quan trọng trong lịch sử của một nước Việt Nam đã trải qua nhiều gian khổ và hy sinh để có được ngày hôm nay.

Lá quốc kỳ nước Cộng hòa Xã hội Chủ nghĩa Việt Nam (cờ đỏ sao vàng) có hình chữ nhật, với chiều rộng bằng hai phần ba chiều dài, có ngôi sao vàng năm cánh ở giữa nền đỏ. Lá quốc kỳ của Việt Nam là linh hồn của đất nước và con người Việt Nam, vì vậy cờ có mặt ở khắp mọi nơi từ nông thôn đến thành phố trong các ngày lễ và các sự kiện quan trọng của Việt Nam. Ta sẽ thấy lá quốc kỳ hiện diện ở trước nhà riêng, cơ quan nhà nước và nơi công cộng trong chuyến đi đến Việt Nam của mình.