

## Lesson #28: Vietnam Refugees

### Standards:

8.1.12C Evaluate historical interpretation of events.

8.4.12 Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.

5.2.12C Interpret the causes of conflict in society.

### Objectives:

1. The students will be able to analyze the relocation of Vietnam's many refugees.
2. The students will be able to empathize with the refugees that fled Vietnam in fear of imprisonment or death.
3. The students will take a perspective concerning refugees coming into the United States today.

**Subject Matter:** humanitarianism, leadership, refugees, immigration

### Materials:

- a. Chalkboard
- b. Chalk
- c. Debate Handout and Rubric
- d. Computer
- e. Television
- f. Media: *Outtakes from Vietnam*

### Procedure:

- 1.Set: Students will copy down the essential question upon entering the classroom:
  1. Should the United States welcome refugees seeking political asylum?
  2. The instructor will open the class by asking this question and writing student idea on the board.

#### 2.Media (optional):

Students will view the film *Outtakes from Vietnam*. It is to be assumed that the instructor has already viewed this film and is familiar with its content. Students will be asked to take notes on this film that will later be used for classroom activities and discussion.

### 3. Informal Lecture/Discussion:

- a. The instructor will briefly discuss the idea that many refugees fled Vietnam for the United States because they feared they would be killed.
- b. Refugees brought over to the United States were mainly middle class Vietnamese citizens and were relatively literate.
  - Many did well adjusting the American society.

### 4. Debate:

- a. Students will be asked to debate individually within the classroom environment. Rules will be laid out where as all students will be asked to respect one another's opinions and will talk one at a time. Passing around an object which allows students to speak will help keep students from speaking out of turn.
- b. Questions will be introduced one at a time to the classroom for debate.
- c. Each student must speak at least twice during the entire debate to receive credit for the activity.
- d. The instructor will pose the questions for the ensuing debate:
  - Knowing the situation of the Vietnamese, was it justifiable for the United States to welcome the fleeing refugees?
  - Relating the situation to today's conflict, do you think the American public would accept a large amount of Iraqi refugees coming into the country seeking political asylum? Why or why not?

### 5. Close:

- a. During the debate, did you represent your own opinion or the opposite opinion? What did you learn about perspective today?

### **Assessment:**

1. The teacher will informally observe the students taking notes from PowerPoint.
2. The teacher will formally observe the students speaking during the debate.

# REFUGEES

## A DEBATE



### A. Introduction:

- a. Knowing the situation of the Vietnamese, was it justifiable for the United States to welcome the fleeing refugees?
- b. Relating the situation to today's conflict, do you think the American public would accept a large amount of Iraqi refugees coming into the country seeking political asylum? Why or why not?

### B. Process:

#### 1. Divide into three groups:

- a. Against refugees coming to America(con)
- b. For refugees coming to America (pro)
- c. Judge/Arbiters: run the debate and score points

#### 2. Format:

- a. Opening Statement
- b. Pro points
- c. Rebuttal
- d. Con points
- e. Rebuttal
- f. Closing remarks cons
- g. Closing remarks pros

### C. Discussion Questions:

1. Are there physical limitations and if so, can women be trained to overcome those limitations?
2. Can women be effectively integrated in ground units?
3. Is the American psyche ready to send a mother or sister into combat?

## CLASSROOM DEBATE RUBRIC

	Levels of Performance			
Criteria	1	2	3	4
<b>1. Organization and Clarity:</b> viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Most clear and orderly in all parts	Completely clear and orderly presentation
<b>2. Use of Arguments:</b> reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Most reasons given: most relevant	Most relevant reasons given in support
<b>3. Use of Examples and Facts:</b> examples and facts are given to support reasons.	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: most relevant	Many relevant supporting examples and facts given
<b>4. Use of Rebuttal:</b> arguments made by the other teams are responded to and dealt with effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made
<b>5. Presentation Style:</b> tone of voice, use of gestures, and level of enthusiasm are convincing to audience.	Few style features were used; not convincingly	Few style features were used convincingly	All style features were used, most convincingly	All style features were used convincingly