Units at a Glance - Grades 9-12					
Unit #:	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
Unit Title:	Traditional Cosmology and Culture	Courtship & Marriage	Birth & Death	Vietnam War/Secret War	Resettlement and Transitions in Culture
# of Weeks:	4	5	2	5	2
Formatives	Folktale Analysis WKST Hmong Identity - Article Analysis	Children of the Mist Q Courtship Skits	Gender Interview Hu Plig Chant Analysis	Political Cartoon Analysis French Indochina PCs Hmong & Secret War Qs	Hmong Orgs Research Example
Summatives:	Socratic Seminar	Paj Ntaub Project	Infographics	Hmong Leaders Project Synthesis Essay	Socratic Seminar

Focus Content Standards							
Social Studies:	Standard #:	Skill Descriptions	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Social Studies - WI	SS.Geog2	Wisconsin students will analyze human movement and population patterns. This includes being able to: ● Assess population policies and population trends ● Evaluate the reasons for and impact of migration ● Evaluate the impact of inequities produced by urbanization and rural decline	**X**		**X**	**X**	**X**
	SS.Geog 4	Wisconsin students will evaluate the relationship between identity and place. This includes being able to: ● Analyze how physical and human characteristics (including culture) interact to affect a place and shape culture. ● Explain how place based identities shape events ● Explain how and why people view places and regions differently based on their identity (ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.)	**X**	**X**	**X**	**X**	**X**
	SS Hist1	Wisconsin students will use historical evidence for determining cause and effect.		**X**	**X**	**X**	**X**
	SS Hist2	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	**X**	**X**	**X**	**X**	**X**

		• Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world. • Evaluate how the historical context influenced the process or nature of the continuity or change that took place.					
	SS Hist3	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. • Analyze significant historical periods and their relationship to present issues and events. • Evaluate historical perspectives to create arguments with evidence concerning current events. • Evaluate and justify predictions of potential outcomes of current events based on the past.	**X**		**X**		
	SS Hist4	Evaluate and justify predictions of potential outcomes of current events based on the past. • Analyze how the historical context (situation) influences a primary or secondary source. • Analyze the intended purpose of a specific primary or secondary source. • Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.			**X**		**X**
	SS PS2	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. • Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ).	**X**	**X**			**X**

Unit #:	1	**Unit Title:**	Traditional Hmong Cosmology & Culture	**Unit Length:**	4 Weeks
Unit Description:	In this first unit, students will explore the origins of Hmong people beginning in China and ending up in Southeast Asia. The cultural conflicts between different groups of people vs the Hmong, political tensions in each region that Hmong people have made home, and the cosmology/beliefs of the Hmong people will be investigated. Students will work with primary and secondary sources to root out authentic accounts of Hmong history from myths and legend to scholarly work done by insiders and outsiders of the culture. Shamanism will be heavily discussed so as to decipher the collective Hmong understanding of themselves in connection to the past and present.				
Enduring Understandings	• The Hmong people have a rich and complex history that spans multiple regions and cultures, from their origins in China to their eventual settlement in Southeast Asia.				

	• The Hmong's interactions with other cultural and political groups, as well as their experiences with regional conflicts, offer insights into how marginalized groups navigate power dynamics, social conflicts, and political upheaval. • Myths, legends, and spiritual beliefs, especially the practice of shamanism, play a crucial role in shaping the Hmong people's collective understanding of their history and identity as a people without written history. • Hmong people's historical experiences within the larger political contexts of China and Southeast Asia can help students appreciate how political environments shape the lives of our ancestors and closer older generations.		
Essential Questions:	• Where and what are the origins of Hmong people and culture? • How do traditional Hmong people view the material world and their place in it historically? • What are the push and pull factors that resulted in Hmong migration from China into SE Asia? • How do traditional social structures and beliefs shape the lifestyle of Hmong people?	**Focus Objectives (Content & Language)**	Students will • Identify and discuss the importance of myths and legends in retelling historical and non-historical accounts of Hmong people • Define the characteristics and cultural/ethnic markers of what is considered Hmong vs others • Explain the theories of Hmong origins through investigating primary and secondary sources of knowledge • Describe about the assimilation and resistance of Hmong people in Han China • Explain the traditional beliefs and values of Shamanism in the past and presently with peers through structured discussions
Summative Assessments Linked		***Traditional Culture Socratic Seminar***	
Summative Assessment Description:	Students will participate in a socratic seminar discussing the major ideas and findings of unit 1 which include Shamanism, relations with other groups in Asia, and the characteristics of what makes Hmong different from other ethnic groups. They will be able to use any sources and notes from the unit to form their opinions as well as create additional questions that will invoke more scholarly talk.		
Texts and Resources:	Resources: • Jacque Lemoine “What is the actual number of (H)mong in the world?” • The Great Flood Myth • Folk Stories of the Hmong by Norma J. Livo and Dia Cha • A Contribution to the Study of Hmong Migrations and History by Culas and Michaud • Dreams of a Hmong Kingdom by Mai Na M Lee		

Unit #:	2	**Unit Title:**	Courtship & Marriage	**Unit Length:**	5 Weeks
Unit Description:	Students will learn about the courtship rituals and process within traditional Hmong culture as well as the different methods of marriage pathways. They will work with secondary sources to formulate opinions about gender roles and responsibilities in familial and marriage relationships. Topics will include sensitive issues such as bride kidnapping, forced marriage, child bride marriages, and the morality of the bridal price/dowry. Students will also get the chance to design a piece of paj ntaub in their education on gender expectations.				
Enduring Understanding:	• Courtship and marriage practices offer insight into how cultural traditions shape relationships, gender roles, and family dynamics. • The division of responsibilities within the Hmong community are based on gender and age. • Art, in the form of textile, music, etc. is a powerful vehicle for conveying expression that permeates all parts of the Hmong culture.				

Essential Questions:	• What are the main courtship rituals in the Hmong community and how have they transitioned over time? • How are marriages negotiated and celebrated within the Hmong community? • Why are there specific roles and responsibilities assigned to gender and age?	**Focus Objectives (Content & Language)**	Students will • Describe and label a historic example of a traditional family structure • Understand and discuss gender roles, responsibilities, and expectations within the Hmong culture • Make connections between cultural attire and identity in Hmong culture • Explain the different courtship rituals that take place in traditional Hmong society • Understand and discuss the different pathways of marriage in Hmong culture and their unintended or intended impact on Hmong society • Investigate and discuss the pros and cons of bridal prices/dowries • Understand and deliberate the stigma around divorce and remarriage in Hmong culture
Summative Assessments Linked		*Paj Ntaub Project*	
Summative Assessment Description:	Students will design and sew their own pieces of paj ntaub squares as they learn about the different gender expectations on young women and men in traditional Hmong society. They will be graded on their creativity but also their use of symbols and motifs from Hmong culture. Students will end the unit engaged in a socratic seminar on the different perspectives and opinions around marriage rituals in Hmong society. Students will have the opportunity to share their thoughts after reading primary and secondary sources as well as viewing a documentary on bride kidnapping/child marriages currently happening in SE Asia. They also get to explore different questions and areas of interest around marriage practices in Hmong culture.		
Texts and Resources:	Resources: • Stitching the Fabric of Hmong Lives by Mary Louise Buley-Meissner • Sisters for Sale Documentary • Children of the Mist Documentary • The Bride Price by Mai Neng Moua • Bring Our Daughters Home by Jack Board • The Fifth Wife by Soua Lee • Hmong in Wisconsin by Mai Zong Vue • 18 Clan Council: https://hmong18council.org/		

Unit #:	3	**Unit Title:**	Birth & Death	**Unit Length:**	2 weeks
Unit Description:	Students will learn about the birthing process in Hmong culture and the superstitions/proscriptions surrounding birth practices. The bulk of the unit will be spent on death and traditional funeral practices in Shaman families. They will primarily work on analyzing media and engaging in discussions around the traditional Hmong spiritual life cycle. Topics will include post-birth restrictions and expectations, the use of instruments in funeral rituals, and reincarnation.				
Enduring Understanding:	• The birthing process and funeral rituals in Hmong culture provide key insights into life and death. • Appreciate how certain cultural norms or taboos can be vital in shaping the lives and experiences of individuals within the Hmong community. • Rituals and instruments used in funerary rites have profound cultural and spiritual significance. • The exploration of birth, death, and reincarnation in Hmong culture encourages students to consider how traditional beliefs persist or evolve over time, especially in the face of outside influences in American society.				
Essential Questions:	• What is the birthing process in Hmong culture? • What are superstitions/proscriptions	**Focus Objectives (Content &**	Students will • Define and discuss the role of different familial members in the birthing process • Debate the pros and cons of Hmong birth related proscriptions in America		

	surrounding birth and death in Hmong culture? ● How is death perceived and practiced in Hmong culture, specifically within Shamanism?	**Language)**	● Investigate the different perspectives on death and afterlife in Shamanism ● Research and describe the dichotomy between Hmong healing vs Western healing methods
Summative Assessments Linked		*Opinion Writing Piece (Op-Ed) or Infographic*	
Summative Assessment Description:	Students will collaborate with a peer to write an op-ed piece on an issue from the unit. They will be expected to build a strong writing piece around an opinion with research and evidence. Students will have access to the Internet and any scholarly work that are used in the course to help them formulate their op-ed article. Their articles will be submitted to the HAPA Dove's Nest newspaper club to be chosen for publication to the larger school.		
Texts and Resources:	Resources: ● Calling in the Soul by Patricia Symonds ● Various videos on Youtube ● The Split Horn Documentary ● Hmong in Wisconsin		

Unit #:	4	**Unit Title:**	The Vietnam War/Secret War	**Unit Length:**	5 weeks
Unit Description:	In this unit, students will begin exploring and answering questions about the existence of Hmong people in Southeast Asia, particularly Vietnam, Laos, and Thailand. Students will be expected to expand their understanding of Hmong people's agency, leadership, and role in various conflicts that have characterized the region throughout time. There will be an emphasis on Hmong uprisings during French colonial rule and the Hmong's role during the Vietnam War, often referred to as the Secret War.				
Enduring Understanding:	● Hmong people were not passive in the face of regional conflicts but were active agents, demonstrating leadership and involvement in shaping the history of Southeast Asia ● Colonial domination affected the Hmong people's political, social, and cultural autonomy, as well as their responses to oppression. ● The Vietnam War's "Secret War," involving the Hmong people in Laos and their significant sacrifices made by the Hmong in support of American military efforts has shaped our experiences in America. ● Appreciate the resilience and determination of the Hmong people in navigating extreme hardships, including political oppression, displacement, and war.				
Essential Questions:	● How did European colonizers impact the region of SE Asia politically, economically, and socially? ● What were the causes of the Vietnam War and how did they influence the lived experiences of different groups in SE Asia at that time? ● How did Hmong people affect or change the history of SE Asia from French colonization to the end of the Vietnam War? ● Who were important Hmong leaders	**Focus Objectives (Content & Language)**	Students will ● Explain the role of European powers, especially France, in the colonization of SE Asia ● Describe and evaluate the effect of French policies in SE Asia and Hmong people ● Identify and research significant Hmong leaders during colonization and war ● Describe the relationship between Hmong, French, and Japanese forces during WWII ● Read and elaborate on the causes of the Vietnam War ● Understand and summarize the experience of Hmong people during the Secret War including their contributions to the war effort		

	and their accomplishments in SE Asia?		
Summative Assessments Linked		*Hmong Leaders TriFold Project* and *Synthesis Essay*	
Summative Assessment Description:	Students will work in groups of 4 or less to create a short documentary on a chosen Hmong leader with approval from the teacher within the period of colonization to end of the Secret War. Students will research and explore the life, accomplishment, education, and criticisms of the leader in order to present their documentaries to their peers.in a mini-Film Festival week.		
Texts and Resources:	Resources: ● Hmong America: Reconstructing Community in Diaspora by Chia Youyee Vang ● The Secret War and Hmong documentary ● Fly Until You Die by Chia Youyee Vang ● Harvesting PaChay's Wheat by Keith Quincy ● America's Secret War in Laos by Alfred McCoy ● Hmong Museum Website		

Unit #:	5	**Unit Title:**	Resettlement and Transitions in Culture	**Unit Length:**	2 weeks
Unit Description:	This unit will focus on the refugee experience of Hmong people and their resettlement in host countries, particularly America. Students will take a look at the process, acculturation, and success in American society. There will be discussion on the changing role of Hmong women and their political participation/activism as well as the dynamics between the first generation and so forth generations of Hmong people.				
Enduring Understanding:	● Understand the complexities of the refugee experience, particularly how the Hmong people navigated displacement and resettlement in new countries, with a specific focus on the challenges and opportunities they faced in America. ● Highlight how Hmong people maintained their cultural identity while adapting to a new environment. ● The changing role of Hmong women, especially their increasing political participation and activism, reflects broader societal shifts. ● Examine the successes and challenges Hmong people have faced in their new home, including overcoming barriers to education, employment, and social integration. ● Highlight the ways in which Hmong people contribute to America through activism, leadership, and community building.				
Essential Questions:	● How has refugee and resettlement affected Hmong lifestyle and social structures? ● How have Hmong people fought for political recognition and rights in America? ● What are areas of transitions and continued challenges for Hmong people? ● What are the current representations of Hmong people in American society?	**Focus Objectives (Content & Language)**	Students will ● Read and investigate the life of Hmong refugees after the Secret War and its effect on the social structure of Hmong people ● Map the diaspora of Hmong people after the Secret War ● Describe the resettlement process in America of Hmong refugees ● List and describe the different ways Hmong people fought for recognition and political rights in America ● Explain and discuss changing gender expectations and achievements of Hmong people in America ● Watch and analyze representations of Hmong people in American media		

Summative Assessments Linked	*Socratic Seminar*
Summative Assessment Description:	Students will choose a topic of interest to research on the transition of Hmong culture as it encounters new cultures and expectations outside of SE Asia. They will brainstorm, research scholarly work, draft, and peer review each other's findings before turning everything into a presentation to share to their peers. Students will be graded using a public speaking and research rubric.
Texts and Resources:	Resources: ● From Refugees to Citizens by Vincent K Her ● Oakland's Next Mayor Highlights Rise of Hmong Americans by Amy Qin ● Crying River by Yer J Lo ● Navigating Graduate Education by Manee Moua ● Various Hmong Organization websites in WI - HAFA, HAWA, etc.