

# The Secret War

This is a three to four day lesson plan on the Hmong covering State Standard 9.4.4.22.4 Analyze the causes and effects of the United States Secret War in Laos and how Hmong allies were impacted as a result of their involvement in this war.

**EQ:** What role did the Hmong play in the Vietnam War?

**EQ:** What were the effects of the Secret War, refugee camp life and migration on the Hmong people?

**EQ:** How have the Hmong been impacted by life in America?

By the end of these lessons, SWBAT demonstrate understanding of

- the causes of the Secret War in Laos by reading a handout on Hmong history and their involvement in the VietNam War
- the effects of the Secret War in Laos by analyzing Hmong oral history
- how the Hmong were impacted as a result of their involvement in the war by creating a timeline of the Hmong migration to the United States, connecting the effect of the Secret War in Laos on Hmong immigration and interpreting primary sources.

## Lesson One:

**SWBAT** demonstrate understanding of the causes of the Secret War in Laos by reading a handout on Hmong history and their involvement in the VietNam War and answering comprehension questions.

## Lesson One Resources:

[map of Southeast Asia](#)

[Hmong Involvement in the VietNam War](#) - information from MNHS Hmong Timeline in a Google doc

[Rubric for lesson one handout](#)

**EQ:** What role did the Hmong play in the Vietnam War?

## Step One:

Show a [map of Southeast Asia](#).

Point to Laos on the map and ask the students if they can identify the country.

Then ask them what group of people came to the United States from this country and what push/pull factors brought them here. Allow time for a discussion.

**Step Two:** They are to read the [Hmong Involvement in the VietNam War](#) handout.

1) Close Reading - as students read the handout, they should mark the text:

- Underline information that you already know
- Star (\*) information that is new or surprising
- Circle any unfamiliar words you need the meaning of.

2) The students are to answer the questions at the end of the reading.

## Step Three:

As a class, students will discuss the sentences they underlined, starred and circled.

**Assessment:** [Rubric for lesson one handout](#)

## Lesson 2

**SWBAT** interpret the effects of the Secret War on the Hmong during the Secret War, immediately after the Secret War, and years after the Vietnam War ended.

### Lesson 2 Resources

[website for oral stories](#)

[3-2-1 Graphic organizer for readings](#)

[Rubric for oral readings](#)

**EQ:** What were the effects of the Secret War, refugee camp life and migration on the Hmong people?

**Step One:** Ask students how might the Secret War (which they read about yesterday) affect the Hmong people as they immigrated to the United States?

**Step Two:** Teacher will assign each student one person from the website to read.

There are nine oral histories; it might be more interesting if they are assigned the stories randomly. They are then to sit with the students who have the same stories. They can either read it silently or read to each other. Each student is to find evidence that supports three of the themes listed below.

Students will access [website for oral stories](#)

Students are to go to the website then click on the icon of the person they are assigned to read. Then click on the icon that looks like a page. Then click on print image tab.

**Step Three:** Students will use 3-2-1 graphic organizer

They are to describe three facts they found interesting from the below topics

They are to analyze two of their reactions to the facts

They are to write about one more thing they would like to know about the person.

Below is a list of topics the students can choose for their readings.

**Note to teacher:** You will need to read each story. Feel free to add topics to the list.

Hardships

What it was like back home

The cultural differences

Involvement in the war

Advice they give to their children

What difficulties do the younger Hmong have in keeping up traditions?

What difficulties do the elder Hmong have in raising their children in America?

How are women and men treated differently in Hmong Culture?

Experiences in the refugee camps

Experiences as a shaman

Difficulties in adjusting to American life

Discrimination they face

**Step Four:**

Students will then get together in their groups and prepare an oral presentation to give to the class. Instruct the students to address at least three topics. Students can share info on the same topics but at least three different topics should be covered.

**Assessments:** [Rubric for oral readings](#)

### Lesson 3

**SWBAT** demonstrate the impact of the of Hmong migration to the United States.

Create a timeline of the Hmong migration to the United States

#### Resources:

##### Poster board or large sheets of paper

**Internet access**-Students will need internet access to find the eleven events that are to be placed on the poster board timeline. Students can use the recommended web sources or if the teacher prefers, a general search using the preferred search engine (Google, Bing, Yahoo).

**EQ:** What impact did Hmong history and migration have on life in America?

**Step One:** Teacher will brainstorm with students what they know about Hmong history and list the events or people on the whiteboard/chalkboard/overhead.

**Step Two:** Teacher will model how to put the events or places mentioned in chronological order.

**Step Three:** Teacher will give examples of what images students could use to represent the people or events. (Example: if students mentioned Secret War, teacher might show a map of Laos and a drawing or a picture of soldiers in fighting gear or uniforms engaged in combat)

#### Step Four:

In small groups (teacher discretion) students are to create a timeline from 1961 to present time. This timeline is to show the involvement of the Hmong from the Secret War in Laos to the 40th anniversary of them coming to America. The list of categories is in step five.

[MNHS Hmong Timeline](#)

Include **pictures, symbols, icons and written descriptions** to represent each historical moment. You must start with Secret war and end with the 40th anniversary of Hmong migration in 2015.

#### Step Five:

Hang the completed timelines around the classroom and have the students walk around the room. (Class discussion after the walk to discuss the 11 events)

(Below is the list in the correct order. My suggestion is to put the list on individual slips of paper so they are random when the students get them)

- 1) Secret war (1961-1973)
- 2) General Vang Pao (General Pao 1961-1973)
- 3) Hmong arrival in America (1975)
- 4) 1980 refugee act
- 5) Peak Hmong resettlement (1980)
- 6) Secondary Hmong resettlement (1990)
- 7) First elected Hmong official Choua Lee (1991)
- 8) Hmong veterans naturalization act (2000)
- 9) Mea Moua(2002)
- 10 Last Hmong wave(2004)
- 11) 40th anniversary of Hmong arrival in the United States(2015)

**Assessment:** [timeline rubric](#)