

Lesson Plan

BASIC INFORMATION	
Summary	On Day 16 of <i>The Best We Could Do</i> unit, students will be able to analyze how Vietnam's history shaped Thi Bui's parents' identity
Grade Level	9th grade
Time Frame	60 minutes
Subject(s)	English 1
Topic(s)	1.
Instructional Materials & Prep	1. Google Slides 2. Daily Journal May 10, 2021 3. The Best We Could Do Reading Check 6 Resources: 4.
STANDARDS	
CA Content Standard(s)	CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
CA ELD/ELA Standard(s)	
Differentiated Instruction/UDL/C SP/SDAIE	
OBJECTIVES	
	Students will be able to analyze how Vietnam's history shaped Thi Bui's parents' identity
ASSESSMENT	
WARM UP	

	Tales of Racism and my Vietnamese Identity The Alaska Native Teacher Upending the Legacy of Colonial Education The Great Vietnam War Novel Was Not Written by an American British Empire is still being whitewashed by the school curriculum – historian on why this must change Why Mothers’ Choices About Work and Family Often Feel Like No Choice at All When Women Choose Children Over a Career What Happens to Women's Ambitions in the Years After College What You Lose When You Gain a Spouse Vox: How Biden's infrastructure plan could leave child care behind Atlantic: Don't Build Roads, Open Schools Brookings Institution: Ten economic facts on how mothers spend their time New York Times: The Debate Over What 'Infrastructure' Is Is Ridiculous Elizabeth Warren Details Her Account of Losing Teaching Job Because of Pregnancy In The Best We Could Do, before Ma married Bo, she tells her friends, “But if I ever have a daughter...I'll tell her to finish school and get a career before ever thinking about boys!” Do you agree with Ma? Why or why not? After reading Senator Elizabeth Warren’s experience losing her teaching job after becoming pregnant, do you still agree with Ma? What do you value more? Marriage or education? Is it possible to have have a successful career and a family at the same time? Or do women need to sacrifice one for the other?					
AGENDA						
1. Warm Up 20 minutes 2. Reflect: Key Chart 1 20 minutes 3. Key Chart 2 20 minutes	1. Warm Up Frame: Camera Opt-Out <table><tr><td>Period 3</td><td>Period 5</td></tr><tr><td>Kevin Kwan-Sy got PC without webcam</td><td>Yarely Barreto Annika Geisler</td></tr></table>		Period 3	Period 5	Kevin Kwan-Sy got PC without webcam	Yarely Barreto Annika Geisler
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4. Planning visits & work time	2. Either, Or (pp. 131-172) Vocabulary Sanatorium [p. 149] Cyclo [p. 163] Dong [p. 163] Chapter 5: Either, Or (page 131—172) 1. Page 97: IMAGE: Look at the panels showing Bo learning to swim. Compare them to Ma learning to swim (page 139) and Thi's son swimming (page 329). Why do you think Ma talked more freely about herself to Travis than Thi Bui? Chapter 5: Either, Or (page 131—172) 1. PF: Look at the QUOTE on page 131: "Writing about my mother is harder for me—". Why is it harder for Thi to write about her mother than it is to write about her father? Is it because of they shared gender and parental roles? 2. PF: Look at the QUOTE on page 132: "People always say I look just like her." 3. PF: Pages 133-134 show Ma at home in America. Pages 135—150 show Ma in Vietnam. Look at the IMAGES on page 135. How does the author make the transition from Ma's life in American to her life in Vietnam? 4. IMAGES: Page 139 shows Ma learning to swim. How is her experience different from and the same as Bo's experience, depicted on page 97? Compare and contrast it with the IMAGE of Thi's son swimming on page 329. 5. IMAGES: page 142 shows Ma being terrified of her mother. How might her mother affect her self-perception as verbalized on page 316 (Me v. Ma)? PF: Pages 143—150 are devoted to Ma's raised social consciousness. 6. Page 145: QUOTE: At night, the moon on the fields was like magic." 7. Page 149: Ma's father has a nervous breakdown PF: this exemplifies French oppression 8. Page 150: IMAGE + QUOTE: Marriage = Trap/Education = Freedom." PF: Ma is becoming an advocate for women's rights. Her education includes an understanding of Simone de Beauvoir, author of The Second Sex, the partner of Jean Paul Sartre who we discover on page 187 is being read by Bo. Where Ma's father was oppressed by a French bureaucratic, she and Bo are being liberated by French intellectuals.
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9. Page 152: Bo's story interrupts Ma's story. How is this reflective of their relationship?

10. Page 152: QUOTE: "they sent Bo to school." How is this similar to Ma's story?

11. Page 154: QUOTE: Bo: "I studied literature. I read French books. It was compared to my earlier life, a PARADISE." PF: Compare and contrast this time in Bo's life to his life on page 97.

12. Page 157 is a historical interlude. QUOTE: "Every casualty in war is someone's grandmother, grandfather, mother, father, brother, sister, child, lover."

13. Pages 159—171 are about Bo, when—at the age of 14—he spent a month visiting with his father, witnessing the influence of the Viet Minh on Vietnam. What does Bo's father expect that his son will do?

PF: stay and recreate their family

14. How does Bo's father treat his new wife?

PF: he oppresses her, an action reminiscent of the French

15. Page 168: QUOTE: After his experience with his father and the Viet Minh, Bo asks: "Who would choose a world that had become so narrow, so poor and gray?" How would you answer this question?

Vietnam land reforms

Before Vietnam became a French colony, Vietnam's emperor owned the land. But, peasant households in the villages would farm the communal land and pay a tax to the state.

After Vietnam became a French colony, the French and elite Vietnamese, who supported the French, appropriated large tracts of communal land.

December 4, 1953: The Vietnamese Communist Party passed the Land Reform Law to: 1) confiscate land belonging to landlords, who were enemies of the regime; (2) requisitioned land from landlords not judged to be enemies; and (3) purchase land with payment in bonds.

1955-1956: Vietnamese who were classified as "landlords" or "enemies of the state" were imprisoned or executed. A former Deputy Minister of the Ministry of Information and Amnesty of the South Vietnam government Nguyen Van Canh estimates that 200,000 people were killed.

	August 18, 1956: Ho Chi Minh acknowledged that “serious errors” were made in the land reform program and too many farmers were incorrectly classified as “landlords.” Radio Free Asia: 50 Years On, Vietnamese Remember Land Reform Terror Land reform in Vietnamese literature Vietnam Land Reform Land Reform in Vietnam Reversed in Some Areas The land reform campaign started in 1953 in North Vietnam, and was then conducted on a large scale from 1955 to 1956. In theory, land reform was to expropriate the land from rich landlords and distribute it amongst poor peasants, so helping to eliminate the gap between the rich and the poor in the countryside. According to Truong Chinh’s report delivered at the first national conference of the Vietnamese Communist Party in November 1953, it was estimated that the land reform program would benefit four areas. Militarily, the land reform would encourage peasants to take part more enthusiastically in the resistance. Politically, the role of the National United Front, which constituted more than 90 percent of rural masses, would be strengthened. Economically, the campaign would liberate peasants from the control and oppression of landlords so that they would devote themselves to working on their own land, resulting in increased production for the national economy. Culturally, peasants would be able to learn new things and adopt refined customs and habits after they had ceased to worry about basic necessities like food and clothes. However, when the land reform was put into practice, it also caused violence, social chaos, and antagonism amongst social classes in the village. It ended in failure. Many peasants were killed because they were mistakenly categorized as oppressive landowners. Due to the errors of the land reform, Truong Chinh resigned from his position as party general secretary in October 1956. President Ho Chi Minh and his government also had to officially apologize for the mistakes of the land reform campaign.
CLOSURE	
Homework	Read The Best We Could Do Chapter 4

AUTOPSY	
Period 3 10:10 Warm Up 10:10 - 10:30 Weekly Announcement	

10:30 - 10:32

Period 3	Period 5

Breakout Room

11:03

11:08

OBSERVATIONS

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