

## **Saving the Hill Tribes... Should We?**

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**Subject:** Social Studies

**Grade Levels:** 7th/8th

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### **Instruction Objectivities**

Northville Public Schools seventh grade social studies curriculum expects students to understand the critical attributes of Asia: its geographical; historical; cultural, political; economic; and current influence. This unit plan provides students the opportunity to critically analyze the physical environment, the economics and the political institutions of Vietnam.

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### **National Standards Developed Throughout Unit**

#### **I. Culture**

- a. Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference

#### **II. People, Places, and Environments**

- a. create, interpret, use, and distinguish various representations of the Earth, such as maps, globes, and photographs
- b. use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid system, charts, graphs, and maps
- c. describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like
- d. examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes

#### **III. Individual Development and Identity**

- a. work independently and cooperatively to accomplish goals

#### **IV. Individual, Groups, and Institutions**

- a. analyze group and institutional influences on people, events, and elements of culture
- b. describe the various forms institutions take and the interactions of people with institutions

- c. identify and describe examples of tensions between belief systems and government policies and laws
- d. apply knowledge of how groups and institutions work to meet individual needs and promote the common good

**V. Power, Authority and Governance**

- a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- b. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations
- c. explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems

**VI. Production, Distribution and Consumption**

- a. explain and illustrate how values and beliefs influence different economic decisions

**VII. Science, Technology, & Society**

- a. examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare
- b. show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, and economic needs, wants, and security
- c. seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.

**VIII. Global Connections**

- a. analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations
- b. describe and analyze the effects of changing technologies on the global community
- c. explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality
- d. describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of peoples
- e. demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights

**IX. Civic Ideals & Practices**

- a. locate, access, analyze, organize, and apply information about selected public issues – recognizing and explaining multiple points of view
  - b. analyze the influence of diverse forms of public opinion on the development of public policy and decision-making
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### **District Standards Developed Throughout Unit**

#### **Essential Content:**

- Understand the critical attributes of Asia: geographical; historical; cultural; political; economic; current influence

#### **Performance Objectives:**

1. Identify the key physical features and natural resources of Asia
2. Compare the natural resources of Asian countries
3. Relate the presence of natural resources to industrial development
4. Describe the distribution of natural resources in Vietnam, and explain the challenges people face in deciding how to balance the use and conservation of resources
5. Describe the consequences of human interaction on the environment
6. Identify some of the challenges facing several Asian countries today
7. Identify some outcomes of humans modifying their environment

#### **Student Objectives:**

- Students will collect, examine, describe data
- Students will interpret information
- Students will infer cause relationships
- Students will predict consequences
- Students will analyze information
- Students will use prior knowledge, combine with new knowledge to gain new meaning
- Students will integrate information
- Students will compare and discriminate between ideas
- Students will assess the value of information
- Students will make choices based on reasoned argument
- Students will verify value of evidence

### **Technology Integration:**

- Microsoft Word, Inspiration, Internet sites, PowerPoint, camcorders, digital cameras, scanners, Publisher, Hyperstudio, Photoshop
  - Share documents with Expander and WordViewer
  - Computer simulations
  - Model building software
  - Geographical Information Systems (GIS)
  - Hypertext and Hyermedia
  - United States Geological Survey (USGS) Remote Sensing Images
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### **Background Information and Introduction**

The governments of developing countries historically have had to reclaim ancestral land in order to move towards modernization. Vietnam is no different. The government is trying very hard to improve their economic prosperity, however, some people think, at the expense of the indigenous populations. This student project will investigate the losses imposed on the indigenous tribes versus the general gains made for the nation as a whole.

The minority hill people of Vietnam have inhabited their ancestral land for probably thousands of years where they have practiced traditional farming, hunting, and fishing. These people do not possess legal “deeds” to this ancestral property, property that is being claimed by the government of Vietnam. Like many indigenous peoples of the world, the hill people are suffering from exploitation, warfare, discrimination and loss of traditional lands.

The current SRV government is committing various human rights’ violations against the indigenous mountain peoples of Vietnam. These peoples cultural survival are being threatened for the following reasons:

- Prohibitions of traditional culture
- Forced relocation and expropriations of tribal lands
- Repression of indigenous languages
- Deforestation of traditional lands
- Population transfers resulting in displacement of peoples

For example, in October 2001, the government of Vietnam allocated outlay of VND 35 trillion (US \$2.36 billion) for the Tay Nguyen’s (Central Highlands Region) 2001-05 five-year plan for socio-economic development. The allocation was made to restructure the regional economy over the next five years, with the industrial, construction and service sectors increasing their proportion of gross domestic product (GDP) at the expense of agriculture and forestry sectors. Under the five-year plan, intensive

farming will be applied to export products including coffee, rubber, pepper, cashew, paper pulp, vegetables, fruit and flowers, with special attention paid to production cost and product quality.

The outlay also includes the industrial sector for mining (bauxite-aluminum) and hydropower plants. It also proposed the establishment of specialized plantations, as well as farm and forestry product processing establishments.

Past experiences show that such aggressive economic development programs are unlikely to benefit the indigenous mountain peoples. As Vietnam pursues aggressive economic development, the Central Highlands will witness further displacement of indigenous peoples.

The plight of the indigenous mountain peoples of Vietnam relates to their rights over land and natural resources, natural habitat, culture and tradition, and religious freedom that are under direct assault of the authorities in Hanoi and the majority Kinh.

Interdisciplinary teams will conduct an in-depth study of the Vietnamese Hill Tribes and ultimately design a mock trial using the following format:

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### **Learning Environment/Learning Community**

**Location:** Interdisciplinary Team Classrooms, Computer Labs, Media Center

**Time Period:** 5 Days/week social studies, 1 Day/week interdisciplinary teams

**Duration:** Approximately 4 weeks

**Groupings:** 2-4 (student choices)

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### **Roles of Specific Academic Teachers**

(To facilitate an instructional learning community) Teachers model, guide, facilitate groups and co-learn along with students.

#### **Science**

- Examine deforestation/desertification processes
- Examine effects of soil, air and water pollution
- Examine global connectedness of world rainforests
- Examine habitual needs of humans
- Other skills and processes that students may need

#### **Math**

- Teach students how to calculate mathematical projections
- Review how to graphically present numerical data in presentations
- Other skills and processes that students may need

## **English**

- Provide time for students to draft, revise and edit presentations
- Review persuasive and informational writing elements
- Provide computer time for students to organize findings using Inspiration and format ideas using Work
- Review how to site Internet sources
- Help students identify bias and determine validity of sources sited
- Other skills and needs that students may need

## **Social Studies**

- Align project with national standards
- Provide adequate computer lab time
- Review research methodology
- Review how to evaluate sources
- Model how to evaluate evidence
- Provide background on Mock Trials
- Review multimedia technology options
- Arrange for attorney and judge to speak to class about courtroom procedures
- Model important factors in rubric for assessment (students create own)

## **Other skills and processes students may need**

- Arrange for guest speaker to present trip to Nepal and base camp of Mt. Everest and discuss the biochemical effects of high altitude living. Students to make connections to Sherpa people of Nepal
- Plan celebration team day to view film *Whale Rider*

## **Home/parents**

- Students are encouraged to collaborate with parents and other adults to dialogue and examine their own learning
- Teachers communicate project and findings with parents via email

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## **Tools/Resources Required for Plan**

- Computer Internet Sites

- Classroom resources (Atlases, Almanacs, Globes, Maps, Textbooks)
- Media resources (text, cultural grams, more Atlases)
- Computer simulations
- Interactive Problem Solving Sites

### Assessment

- Students will produce a group multimedia product and create their own rubric for assessment
- Students will reflect often during the process of investigation in order to track their own learning
- Students will create an individual culminating product for the public good

### Procedure

Students will be asked to investigate the following Indigenous Peoples of Vietnam and to present their “issues” looking at both sides (government and tribe) in a multimedia presentation to their peers. To culminate their presentations, they will select one tribe and create a Mock Trial to determine if that tribe should be saved at all costs in order to preserve its culture, or is the price too high to the peoples of Vietnam.

Tribes to Study	Tribe Percent of Total Population in Vietnam
Hmong	.8
Cham	
Ede	
Kho’mer	1.3
Muong	1.3
Thai	1.45
Dao	.65
Nung	1.05

Hoia	1.77
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Students will use the following format to organize their investigation:

**Pose Real Questions:**

- Focus on specific tribe
- What do I want to know about this specific tribe?
- What do I already know?
- What do I need to know?

**Develop Search Strategies**

- What kind of resources might help?
- Where do I find them?
- How do I know the info is valid?
- Who is responsible for the info?
- What other info is there?

**Interpret Information:**

- Examine, observe, describe data
- How is this relevant to my question?
- What parts support my answer?
- How does it relate to what else I know? (Cross reference)
- What parts do not support my answer?
- Does it raise new questions?

**Report Findings:**

- What is my main point?
- Who is my audience?
- What else is important?
- How does it all connect?
- How do I use multimedia to express my message?
- How do I site sources? (consider bias and validity of sources)
- Consider solutions to social issue



1. Teams actively engaged in research and development in interdisciplinary flexible block scheduling format (3-4 days)
2. Students report findings with multimedia presentations.
3. A good time for celebration of a job well done. Students can view film *Whale Rider*, a story of present day indigenous peoples, the Maori of New Zealand who are facing profound social issues as tribe elders try to maintain a culture threatened by modern day technology.
4. Students reflect on the issues facing indigenous tribes of Vietnam by creating large wall posters of these issues. (They should conceptualize the following)

“Most indigenous peoples have lived on their lands for hundreds, if not thousands, of years. The land is their most important economic resource, providing them with food, building materials, medicinal plants and other products to meet their needs. Their relationship with the land has formed the foundation of many of their societies and cultures and has a deep significance in their spiritual lives, often representing the past and the future as well as the present. Because their land is so central to their lives, most indigenous peoples have devised ways of land management, which ensure that their needs are met and that the ecosystem is protected.”

5. Students will now focus on one tribe and create a mock trial to determine if indigenous tribes are worth saving or is the cost too high for the nation as a whole. They will focus on the Hmong Peoples of Vietnam.

They need to look at the social impacts of industrial logging and large post-colonial plantations effects. They also need to consider the governments who do not always protect the basic human rights of indigenous people.

#### 6. **Mock Trial**

Ask the class to prepare a mock trial of the Hmong people vs. ????? (They need to determine who the defense should be)

Determine four teams

1. Legal team for the prosecution (plaintiff)
2. Legal team for the defense (defendant)
3. Judge’s team – bailiff, clerk, police, court reporter, media)
4. Jury

#### **Prosecution Team:**

- Demise of current cultures (students goal to find out what this is)
- Compromise of human ethics
- Violations of human rights

#### **Defense Team:**

- Development creates jobs
- Commercial logging provides building materials for world
- Development builds infrastructure (roads, dams, airports, etc.)
- Development creates electricity (hydroelectric dams)
- Development blends minorities and Kinh people toward acceptance of one another's culture over time
- Development increases prosperity for Vietnam
- Development improves standard of living for indigenous people as well as for the rest of Vietnamese society (goal to elevate minorities out of poverty)

**Jury:**

- should determine the Core Democratic Values that they should consider to evaluate the guilt or innocence of defendant and devise ways to teach the class about their findings. They should consider truth, justice, the common good, equality, diversity and life, liberty and the pursuit of happiness as concepts they would teach.

**Judge's Team:**

- Determines court proceedings and how to ensure that the rule of law would be carried out in the trial and devise ways to teach the class about their findings. (Use FedWorld and GovSpot websites for research)

Court held

Verdict rendered

Jury decides damages (if found guilty)

Reflections on entire project

7. Students Reflect on the trial by writing an essay on "Saving the Hmong...Should We? ...or is the cost too high?"
8. Students culminate entire unit by creating a useful product for society that will demonstrate mastery of content and used as assessment.
9. They could create web sites on the people's struggle in Vietnam; write editorials to be published in real newspapers, magazines; write persuasive letters to our government asking them to take a stand on the behalf of these people, plan fund raisers to take out advertisements for newspapers, etc.