

Curriculum Plan for Vietnam Study Abroad Project

Author: Jan Bernath

Subject: Language Arts, Curriculum Consultant

Grade Levels: K-12

The following unit lesson plans were developed for high school students, preferably in language arts classes during either their junior or senior year. For this reason, the appropriate English Language Arts Content Standards and Working Draft Benchmarks are below. If, at all possible, I recommend that you attempt to coordinate the timing of these lessons when students are taking World History, World Studies, or Sociology when the focus is on Southeast Asia.

The goal of this unit facilitate student learning about the Vietnam educational system, both past, present, and changes currently underway for the future using the skills and processes of English language arts. Research indicates the power of identifying similarities and differences (*Classroom Instruction that Works*, Robert J Marzano, Debra J. Pickering, and Jane E. Pollock, McREL, 2001). In this unit, the students use their own experience in education to learn about the Vietnamese educational system.

English Language Arts Content Standards and Draft Benchmarks

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

3.1. Integrate listening, viewing, speaking, reading and writing skills for multiple purposes, and in varied contexts.

- Consistently use strategies to regulate the effects of variables on the communication process.
- Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

- Evaluate the power of using multiple voices in their oral and written voices in their oral and written communication to persuade, in form, entertain, and inspires their audiences.

6.4. Document and enhance a developing voice with authentic writings for different audiences and purposes.

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

- Analyze and reflect on universal themes and substantive issues, from oral, visual, and written texts.

- Synthesize from multiple texts and apply the principles and generalizations needed to investigate and confront complex issues and problems

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

- Use themes and central ideas in literature and other texts to generate solutions to problems and formulate perspectives on issues in their own lives.
- Function as literate individuals in varied contexts within their lives in and beyond the classroom.
- Utilize the persuasive power of text as an instrument of change in their community, their nation, and the world.

Lesson 1

Introduction:

Students will develop an awareness and understanding of the visions of both the Michigan and Vietnamese educational systems.

Objectives:

Students will be able to:

- analyze the vision of k-12 for Michigan students
- analyze the vision for Vietnamese students
- create a flowchart of the educational system in Michigan
- analyze the flowchart of Vietnam 's educational system
- compare (find similarities) and contrast (find differences) the two system
- identify questions about

Activities:

- Explain to students that they are going to learn about Vietnam's educational system.
- Begin this unit with the students' perceptions of their own educational experience. Provide some prompts that will assist their reflections on their years in school. Keep the time for this short, since this is merely to begin the process of reflection. Perhaps they can begin with key words only on paper and share a few.

For instance,

The thing I remember most about being in kindergarten was...

- When I was in elementary school, my favorite activity was...
- The thing I liked least about middle school was...

- During high school, I began to think that school...
- Next, share a copy of Michigan k-12 Vision and ask for examples of what in their school experiences is in line with that vision. Small groups, then whole group.
- Provide a copy of the Vision for Vietnam. Ask students to see how the two visions are the same and where they might be different.
- Share the flowchart of Vietnam's educational system, perhaps on an overhead, and talk through the various components, e.g., grade levels, ages, when students have certain options. Again, ask students for similarities and differences in the vertical systems of both Michigan and Vietnam educational systems.
- In groups, have students create a Venn diagram showing the similarities and differences.

Materials:

- copy of k-12 Michigan 's vision
- copy of Vietnam 's Educational For All vision
- copy of the flowchart of Vietnam 's educational system
- Venn diagram

Evaluation:

Venn diagram that indicates similarities and differences of the two systems.

Lesson 2

Introduction:

Students will expand their understanding of the Vietnamese educational system.

Objectives:

Students will be able to:

- identify possible answers to the questions generated about the Vietnamese educational system
- compare their predictions about the experience of Vietnamese students with interviews of former students

Activities:

- Using the Venn diagrams as a reference point, ask students generate questions they might ask if they had an opportunity to talk with Vietnamese students about their educational experiences. You might provide some categories for them to consider, for instance:
 - Examinations, classroom content taught, homework, classroom atmosphere, etc.

- Collect the questions and compile them, deleting repetitions. In either small groups or whole class, ask students to predict the answers Vietnamese students might give to those questions. Create grid of these questions and predictions and post it in the classroom and leave a space for after reading responses, for instance:

questions	predicted answers	after reading responses
Did you have a MEAP-like test?	No, but we had yearly tests.	
Did you have help with your homework?	We did all our work in school	
Did you have recess?	No.	

- Make sure you leave extra rows at the bottom of the grid.
- Divide the class into three groups. Give members of each group copies of one interview. Have two people role play the interview, reading the parts aloud in the group. (Since one interview is short, you will need to assign an extra activity to do with this one.)
- Have each group respond to all the questions generated and the predictions posted in the grid. In the after reading column, have students place a + for the prediction that is correct with an elaboration of that prediction if needed. A – is placed for an incorrect prediction, with the correct response found in the interview. If no evidence is found, instruct students to place a ‘NA’ for not answered.
- Give all interviews to all students and regroup students with at least one student from previous group. Have share their grids, completing and combining grids for all the interviews.

Materials:

- copy of interview with Tien
- copy of interview with Hoang
- copy of interview with Hien

Evaluations:

Completed and combined grids of questions, predictions, and responses found in interviews.

Lesson 3

Introduction:

Students will expand their understanding of the challenges of Vietnam’s educational system and how they are being addressed.

Objectives:

Students will be able to:

- identify the challenges of Vietnamese educational system
- determine how the *Education For All* Action Plan addresses challenges

Activities:

- Based on their understanding from the interview activity, have students create a list of perceived challenges for the educational system in Vietnam. Also, ask students to suggest some possible solutions, for instance:

Problem	Solution
teachers are authoritarian	help teachers learn discussion techniques

- Explain that there are geographical challenges to education in Vietnam and that Vietnam is currently attempting to address these. Then, show the pictures of remote areas in Vietnam. (Sapa, Mekong Delta)
- Show completion data graph.
- Ask students to add to their problem/solution list based on these pictures and completion data.
- Provide pages from the *Education For All* document. As a whole group, read the section about **Major Challenges** on page *iv* and discuss its meaning. For instance,
- What is meant by—

“quantity to quality”? “demographic change”? “continuous nine-year cycle”? “redeployment of teachers and infrastructure”? “decentralization”? “increased empowerment of local authorities”?

- Ask students to read the goals on page *v*, and create a map (Map A) of their understanding of what is needed and underway in Vietnam’s school reform effort. Students should use the challenges identified in the interviews, completion data, challenges identified in interviews, Major Challenges and goals cited in *Education For All*.
- Create four groups to examine Early Childhood Care and Education, Primary Education, Lower Secondary Education, Non-formal Education (Target Groups 1-4). Each group reads both the EFA Objectives and Action Programs (*iv-ix*) and Principle Issues (pp. 13-16) identified for their target group. Each group considers the categories of “Access” and “Quality” in on both pages and extends the previously created semantic map (Map A) to include the plans for school reform on how those items will be addressed (Map B).

Materials

- their list of challenges based on interviews
- pictures of several school settings and surrounding areas
- graph on school completion (*Vietnam Today*)
- graphic organizer
- copy of Education For All document

Evaluation:

Semantic maps—Maps A & B

Lesson 4

Introduction:

Students will develop an understanding of the progression of the educational system in Vietnam over time.

Objectives:

Students will be able to:

- Describe the educational system in Vietnam 's past
- Predict and describe the future of the Vietnamese educational system in 2015

Activities:

- Present the PowerPoint and/or slides with information about the history of Vietnam's educational system.
- Discuss the various periods of rule in Vietnam, e.g., Chinese, French, Communist, and the goals and implications for education.
- What were the goals? Who did the goals serve? What were the outcomes?
- Ask students to create a timeline from Chinese to Communist governance. Ask students to link their answers to the three questions above to the timeline.
- Ask students to choose role of either a student or teacher in the year 2015, e.g., early childhood, primary, lower secondary, non-formal education and write an informative letter to the class you are currently teaching. In the letter, the student should address

Materials:

- PowerPoint
- All previous material

Evaluation:

Timeline

Reflection from eyes of 2015 person writing to person from a previous period on the timeline.