

## **Introduction to Resource Guide**

### **Southeast Asian Immigration**

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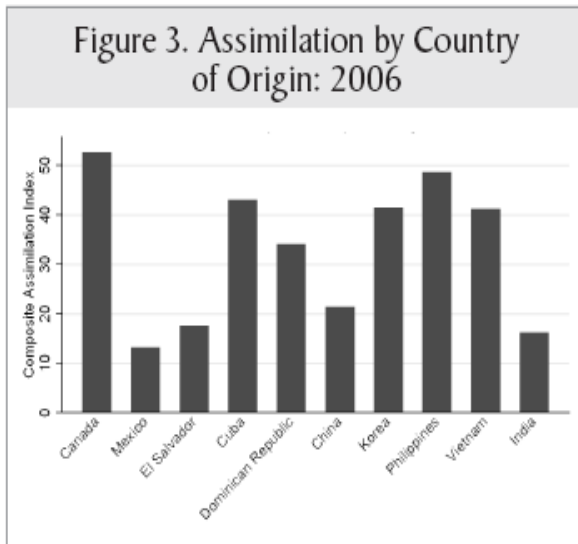
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It is easily argued that the origins of Southeast Asian immigration to the U.S. can be traced to WWII, when the United States allied itself with Ho Chi Minh and his guerillas in an effort to thwart the Japanese from taking over French Indo-China. As a result of Vietnam gaining its independence from France, under the “communist” leadership of Ho Chi Minh during the Cold War, the U.S. would pursue a series of failed policies and fight an arguably genocidal war in Vietnam. The War would spill over into the border nations of Laos and Cambodia and by the end of 1975, Vietnam, Laos and Cambodia would be governed by communist governments hostile to the U.S. This would result in a humanitarian and refugee crisis, as these governments sought out those people within their borders who had aided the United States during the war. Having promised to “take care” of those who aided us, the U.S. now found itself in a new paradigm of immigration as its actions were directly responsible for creating the refugee crisis. In spite of public opinion, the U.S. had a moral responsibility to act to provide assistance to the Vietnamese, Laotians, Cambodians, Hmong, who aided the U.S., as well as people (mainly refugees) from neighboring Thailand.

#### **Vietnam:**

The first recorded immigration of Vietnamese to the U.S. occurred in 1952 and according to U.S. census data released in May 2001, 1,122,528 Vietnamese were counted across the United

States. This figure is nearly double the 593,213 Vietnamese counted across the nation in the 1990 census. It should be noted that Vietnamese community leaders widely believe the population was undercounted by 25 to 50% in the 2000 census. Among the four major regions of the United States, the greatest number of Vietnamese were counted in the Western states - 564, 424. The next largest number of Vietnamese resided in the Southern states - 335,679. Just over 100,000 Vietnamese were counted in both the Northeastern and Midwestern states. Among the 50 States, California easily had the largest Vietnamese population. In fact, the 447,032 Vietnamese counted in California represented about 40% of the entire population in the U.S. (Pfeifer). There were two distinct phases of Vietnamese immigration to the U.S. in 1975, and 1978 to the mid 1980's. This occurred despite the fact that only 36% of the U.S. population favored Vietnamese immigration in 1975 (Povell). Since 1975, Vietnamese-Americans have demonstrated a remarkable rate of assimilation, especially considering they arrived en masse, without there being existing Vietnamese communities firmly established within the U.S. This could be attributed to the fact that, in this new paradigm, the U.S. matched Vietnamese refugees with one of nine voluntary agencies whose job was to coordinate the refugee's eventual resettlement with local sponsors into communities throughout the United States (Povell). As the chart below demonstrates, a little over 30 years after the first wave of immigration, Vietnamese immigrants have a high assimilation rate, especially if you factor in language considerations.



Vietnamese Boat People (Google Images)

(Vigdor)

### **Timeline of Laws, Actions and Events Affecting Southeast Asian Immigration to the United States**

**1858:** California passes a law to bar entry of Chinese and "Mongolians."

**1880:** U.S. and China sign treaty giving the U.S. the right to limit but "not absolutely prohibit" Chinese immigration. Section 69 of California's Civil Code prohibits issuing of licenses for marriages between whites and "Mongolians, Negroes, mulattoes and persons of mixed blood."

**1882:** Chinese Exclusion Law suspends immigration of laborers for ten years. Chinese community leaders form Chinese Consolidated Benevolent Association (CCBA or Chinese Six Companies) in San Francisco. U.S. and Korea sign first treaty.

**1889:** *Chae Chan Ping v. U.S.* upholds constitutionality of Chinese exclusion laws.

**1892:** Geary Law renews exclusion of Chinese laborers for another ten years and requires all Chinese to register. *Fong Yue Ting v. U.S.* upholds constitutionality of Geary Law.

**1902:** Chinese exclusion extended for another ten years.

**1904:** Chinese exclusion made indefinite and applicable to U.S. insular possessions.

**1905:** Asiatic Exclusion League formed in San Francisco. Section 60 of California's Civil Code amended to forbid marriage between whites and "Mongolians."

**1913:** California passes alien land law prohibiting "aliens ineligible to citizenship" from buying land or leasing it for longer than three years.

**1917:** Arizona passes an Alien Land Law. 1917 Immigration Law defines a geographic "barred zone" (including India) from which no immigrants can come.

**1922:** Cable Act declares that any American female citizen who marries "an alien ineligible to citizenship" would lose her citizenship.

**1923:** *Terrace v. Thompson* upholds constitutionality of Washington's alien land law. *Porterfield v. Webb* upholds constitutionality of California's alien land law. *Frick v. Webb* forbids aliens "ineligible to citizenship" from owning stocks in corporations formed for farming.

**1924:** Immigration Act denies entry to virtually all Asians.

**1931:** Amendment to Cable Act declares that no American-born woman who loses her citizenship (by marrying an alien ineligible to citizenship) can be denied the right of naturalization at a later

**1941:** Communist activist Ho Chi Minh secretly returns to Vietnam after 30 years in exile and organizes a nationalist organization known as the Viet Minh (Vietnam Independence League). After Japanese troops occupy Vietnam during World War II, the U.S. military intelligence agency Office of Strategic Services (OSS) allies with Ho Chi Minh and his Viet Minh guerrillas to harass Japanese troops in the jungles and to help rescue downed American pilots.

**September 2, 1945:** Japanese sign the surrender agreement in Tokyo Bay formally ending World War II in the Pacific. On this same day, Ho Chi Minh proclaims the independence of Vietnam by quoting from the text of the American Declaration of Independence which had been supplied to him by the OSS -- "We hold the truth that all men are created equal, that they are endowed by their Creator with certain unalienable rights, among them life, liberty and the pursuit of happiness. This immortal statement is extracted from the Declaration of Independence of the United States of America in 1776. These are undeniable truths."

**1947:** Amendment to 1945 War Brides Act allows Chinese American veterans to bring brides into the U.S.

**1952:** First Vietnamese immigration recorded.

**1953:** During his term, Eisenhower will greatly increase U.S. military aid to the French in Vietnam to prevent a Communist victory. U.S. military advisors will continue to accompany American supplies sent to Vietnam. To justify America's financial commitment, Eisenhower will cite a 'Domino Theory' in which a Communist victory in Vietnam would result in surrounding countries falling one after another like a "falling

row of dominoes." The Domino Theory will be used by a succession of Presidents and their advisors to justify ever-deepening U.S. involvement in Vietnam.

First Cambodian immigration recorded.

**May 7, 1954:** At 5:30 p.m., 10,000 French soldiers surrender at Dien Bien Phu.

**May 8, 1954:** The Geneva Conference on Indochina begins, attended by the U.S., Britain, China, the Soviet Union, France, Vietnam (Viet Minh and representatives of Bao Dai), Cambodia and Laos, all meeting to negotiate a solution for Southeast Asia.

**July 21, 1954:** The Geneva Accords divide Vietnam in half at the 17th parallel, with Ho Chi Minh's Communists ceded the North, while Bao Dai's regime is granted the South. The accords also provide for elections to be held in all of Vietnam within two years to reunify the country. The U.S. opposes the unifying elections, fearing a likely victory by Ho Chi Minh.

**1956:** California repeals its alien land laws.

**1959:** First Laotian Immigration recorded.

**1961:** On the sixth anniversary of the Republic of South Vietnam, President Kennedy sends a letter to President Diem and pledges "the United States is determined to help Vietnam preserve its independence..."

President Kennedy then sends additional military advisors along with American helicopter units to transport and direct South Vietnamese troops in battle, thus involving Americans in combat operations. Kennedy justifies the expanding U.S. military role as a means "...to prevent a Communist takeover of Vietnam which is in accordance with a policy our government has followed since 1954." The number of military advisors sent by Kennedy will eventually surpass 16,000.

**1964:** In response to the two incidents involving the *Maddox* and *Turner Joy*, the U.S. Congress, at the behest of President Johnson, overwhelmingly passes the Gulf of Tonkin Resolution put forward by the White House allowing the President "to take all necessary steps, including the use of armed force" to prevent further attacks against U.S. forces. The Resolution, passed unanimously in the House and 98-2 in the Senate, grants enormous power to President Johnson to wage an undeclared war in Vietnam from the White House.

Vang Pao is named a general in the Royal Lao Army. About 30,000 Hmong fought against the Vietnamese, being paid an average of 10 cents per day and the promise of being taken care of by the United States government.

**1965:** Immigration Law abolishes "national origins" as basis for allocating immigration quotas to various countries - Asian countries now on equal footing.

**1967:** Anti-miscegenation laws overturned by *Loving v. Virginia*

**January 1973:** The Paris Peace Accords are signed by the U.S., North Vietnam, South Vietnam and the Viet Cong. Under the terms, the U.S. agrees to immediately halt all military activities and withdraw all remaining military personnel within 60 days. The North Vietnamese agree to an immediate cease-fire and the release of all American POWs within 60 days. An estimated 150,000 North Vietnamese soldiers presently in South Vietnam are allowed to remain. Vietnam is still divided. South Vietnam is considered to be one country with two governments, one led by President Thieu, the other led by Viet Cong, pending future reconciliation.

**April 23, 1975:** 100,000 NVA soldiers advance on Saigon which is now overflowing with refugees. On this same day, President Ford gives a speech at Tulane University stating the conflict in Vietnam is "a war that is finished as far as America is concerned."

**April 27, 1975:** Saigon is encircled. 30,000 South Vietnamese soldiers are inside the city but are leaderless. NVA fire rockets into downtown civilian areas as the city erupts into chaos and widespread looting.

**April 29, 1975:** NVA shell Tan Son Nhut air base in Saigon, killing two U.S. Marines at the compound gate. Conditions then deteriorate as South Vietnamese civilians loot the air base. President Ford now orders Operation Frequent Wind, the helicopter evacuation of 7000 Americans and South Vietnamese from Saigon, which begins with the radio broadcast of the song "White Christmas" as a pre-arranged code signal.

At Tan Son Nhut, frantic civilians begin swarming the helicopters. The evacuation is then shifted to the walled-in American embassy, which is secured by U.S. Marines in full combat gear. But the scene there also deteriorates, as thousands of civilians attempt to get into the compound.

Three U.S. aircraft carriers stand by off the coast of Vietnam to handle incoming Americans and South Vietnamese refugees. Many South Vietnamese pilots also land on the carriers, flying American-made helicopters which are then pushed overboard to make room for more arrivals. Filmed footage of the \$250,000 choppers being tossed into the sea becomes an enduring image of the war's end.

**April 30, 1975:** At 8:35 a.m., the last Americans, ten Marines from the embassy, depart Saigon, concluding the United States presence in Vietnam. North Vietnamese troops pour into Saigon and encounter little resistance. By 11 a.m., the red and blue Viet Cong flag flies from the presidential palace. President Minh broadcasts a message of unconditional surrender. The war is over.

More than 130,000 refugees enter the U.S. from Vietnam, Kampuchea, and Laos as Communist governments are established there.

An estimated 17,000 Hmong soldiers and 5,000 civilians are killed in the war. The Pathet Lao government in Laos begins "re-educating" the Hmong, often in

concentration camps. Also, in retaliation for Hmong assistance to the United States, the government reportedly uses chemical weapons against the Hmong. Many Hmong fled to Thailand and more than 100,000 Hmong are killed

**December 1975:** First 3,466 Hmong refugees arrive in U.S.

**1978:** Massive exodus of the "boat people" from Vietnam. According to the report of United Nations High Commissioner for Refugees, 1/3 of boat people died at sea by killing, storms, illness, and food shortages. Currently, there are over 1.6 million boat people spread all across the world: USA, Australia, Canada, France, England, Germany, Japan, Hong Kong, South Korea, Philippines.

**1980:** The Socialist Republic of Vietnam and the United Nations High Commissioner for Refugees set up an Orderly Departure Program to enable Vietnamese to emigrate legally.

Another 100,000 Hmong flee to Thailand. Some stayed in United Nations refugee camps for up to 10 years. Eventually, most were resettled in France and the United States.

**1986:** Immigration Reform and Control Act imposes civil and criminal penalties on employers who knowingly hire undocumented aliens.

**1988:** American Homecoming Act allows children in Vietnam born of American fathers to emigrate to the U.S.

**1989:** U.S. reaches agreement with Vietnam to allow political prisoners to emigrate to the U.S.

**1990:** President George Bush designates May as Asian Pacific American Heritage Month. About 100,000 Hmong refugees have moved to the United States.

**1995:** The Thai refugee camps are closed. Thousands of Hmong returned to Laos, from which there are continuing reports of torture and persecution.

**2000:** U.S. Census Bureau reports 169,000 Hmong live in the United States.

## **Sources Specific to Timeline:**

"HMONG IMMIGRATION." Minnesota Lawyers. 14 Jul 2009  
<<http://www.nvo.com/beaulier/hmongimmigration/>>.

Min, Pyong Gap. *Asian Americans*. 2. Thousand Oaks: Pine Forge Press, 2006. Print. Available online:  
<[http://books.google.com/books?id=5PSYZMs8TzEC&printsec=frontcover&source=gbs\\_v2\\_summary\\_r&cad=0](http://books.google.com/books?id=5PSYZMs8TzEC&printsec=frontcover&source=gbs_v2_summary_r&cad=0)>

Pelh, Pete. "Boat People the Journey." The Boat People.org. 14 Jul 2009  
<[http://www.boatpeople.org/boat\\_people\\_the\\_journey.htm](http://www.boatpeople.org/boat_people_the_journey.htm)>.

Sucheng Chan, *Asian Americans, an Interpretive History*, ©1991, Twayne Publishers, Boston.  
Available online: <<http://www.web.mit.edu/21h.153j/www/chrono.html>>

"The Vietnam War." *The History Place*. 1999. 14 Jul 2009  
<<http://www.historyplace.com/unitedstates/vietnam/index.html>>.

## **Annotated Bibliography of Southeast Asian American Immigration Studies**

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### **Books**

Chan, Sucheng. Hmong Means Free. Philadelphia: Temple University Press, 1994.

Hmong Means Free is a great resource for learning about the Hmong in America. It discusses the experiences of three generations of Hmong whose lives are chronicled in the book. Their testimonies describe what life was like as farmers back in Laos, the Communist takeover, life as refugees in Thailand camps, and eventually coming to the United States and the difficulty of starting over with virtually nothing.

Chan, Sucheng. Survivors: Cambodian Refugees in the US. First. Chicago: University of Illinois Press, 2004. Print.

Chan, Professor Emeritus at University of California, Santa Barbara writes the story of Cambodian Immigration linking the past and the present through a variety of multidisciplinary sources including oral histories.

Fadiman, Anne. The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York: Farrar, Straus & Giroux, 1994.

This book is a poignant story about a young Hmong girl, Lia, who suffered epileptic seizures and whose medical treatment eventually leaves her brain dead. The Lee's were not able to explain to the doctor's what was wrong with their daughter because they did not know the English language and therefore could not explain what Lia's symptoms were – which they felt was rooted in “spiritual causes.” Because Lia got progressively worse, her parents took matters into their own hands and they cut back on her medication and started using traditional remedies as well as a Hmong shaman. As a result, the doctors filed a suit and Lia was put in a foster home, eventually returned home, got worse, and suffered another seizure that ultimately left her brain dead.

Nguyen, Kien. The Unwanted: A Memoir of Childhood. Back Bay Books, 2002. Print.

Nguyen was the son of an American soldier and a wealthy Vietnamese woman, in this book he chronicles his life under Communist rule recounting the hardships that his family experienced and the cruelty that he personally had to endure because of his mixed heritage. His story could also be used to illustrate how the Communist takeover turned life upside down for those Vietnamese who were once financially comfortable and suddenly found themselves destitute.

Tenhula, John, ed. Voices from Southeast Asia: The Refugee Experience in the United States. New York: Holmes & Meier, 1991.

This book is an oral history that presents brief accounts of the Southeast Asian refugee experience in the words of Vietnamese, Cambodian, and Laotian people. Also found in this book are poems written by some of these people creating an emotional experience for the reader.

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### **Primary Sources**

D.C. Everest High School. "Hmong Oral Stories." D.C. Everest Area Schools Oral History Program. 8 Aug. 2006. D.C. Everest Area Schools. 13 July 2009  
<<http://www.dce.k12.wi.us/srhigh/socialstudies/histday/Hmong/hmong.html>>.

The D.C. Everest area schools of Wisconsin created an oral history program where among the groups interviewed orally were the Hmong. Men and women who had been in Laos before and during the Vietnam War are interviewed about their experiences. This website is great in that not only does it provide interviews about the Hmong, but it includes those of the Great Depression, World War II, the Korean War, the Vietnam War, the 1960s, etc.

"Documenting the Southeast Asian Refugee Experience." *University of California at Irvine*. The UCI Southeast Asian Archive. 14 Jul 2009  
<<http://www.lib.uci.edu/libraries/collections/sea/seaexhibit/>>.

The Southeast Asian Archive at the UCI Library is a valuable tool to educators in telling the story of migrants from all of the Southeast Asian countries to the United States through photos, magazine articles, oral histories, illustrations, and cultural tapestries.

"Documenting the Southeast Asian American Experience." *University of California at Irvine Library*. 14 July 2009. SEAADoc. 14 Jul 2009  
<<http://seadoc.lib.uci.edu>>.

The University of California at Irvine has made available more than 1500 photographs and illustrations and more than 4000 documents for purposes of

education of the general population to use for research and teaching purposes. Photos of Refugees and Refugee camps in Asia, the Pacific Islands and the United States are included. Photos documenting the lives of migrants from Southeast Asia up to the present are included.

"Migration Issues in the Asia Pacific: Issues Paper From Thailand." *Asia Pacific Migration Research Network (APMRN)*. United Nations Educational Scientific and Cultural Organization. 14 Jul 2009  
<<http://www.unesco.org/most/apmrnw14.htm>>.

Transnational migration is the topic of this article discussing how Thailand was for years the place that Southeast Asians from other countries would migrate to with Thais emigrating from Thailand has been a fairly recent phenomenon. This site includes charts with statistics breaking down the numbers of immigrants entering Thailand and the countries they came from along with charts depicting where Thais laborers went to work outside of their country.

Povell, Marc. "The History of Vietnamese Immigration." 02 June 2005. The American Immigration Law Foundation. 13 Jul 2009  
<[http://www.aifl.org/awards/benefit2005/vietnamese\\_essay.shtml](http://www.aifl.org/awards/benefit2005/vietnamese_essay.shtml)>.

This site hosts a concise essay on the history of Vietnamese immigration to the U.S. and offers a searchable data base as well as an immigration fact checker and access to primary source documents regarding immigration policy.

"Statistical Data on Southeast Asian Americans." *Southeast Asian Research Action Center*. 09 June 2009. SEARAC. 14 Jul 2009  
<<http://www.searac.org/stats.html>>.

The Southeast Asian Research Action Center provides invaluable statistical data based on Census, NIS and CIA information. The link includes data charts on Southeast Asian Immigration arrival dates of Refugees from 1975-2002, Naturalization 1987-2001, and Admissions 1952-2001. The link also provides charts and statistical information on Southeast Immigrants presently living in the United States through charts on Population Demographics, Economic Demographics and Professional Occupational Data.

Terrazas, Aaron. "Vietnamese Immigrants in the United States." *Migration Information Source*. August 2008. Migration Policy Institute. 13 Jul 2009  
<<http://www.migrationinformation.org/USfocus/display.cfm?id=691>>.

The Migration Information Source provides authoritative data from numerous global organizations and governments, and global analysis of international migration and refugee trends. The Source offers useful tools, vital data, and essential facts on the movement of people worldwide. Working with a team of international correspondents, they chronicle global migration movements,

provide perspectives on current migration debates, and offer the tools and data from numerous global organizations and governments needed to understand migration. The site also contains maps showing individual immigrant populations of each state.

Xiong, Tou Ger. Interview with Steve Curwood. *Living on Earth*. 2009. Living on Earth and World Media Foundation. 13 July 2009 <<http://www.loe.org/shows/segments.htm?programID=08-P13-00051&segmentID=3>>.

Tou Ger Xiong is a Hmong refugee who immigrated to the United States and talks about him and his family's journey from escaping Laos and the crossing of the Mekong River to get to Thailand. He then discusses what the transition was like for them once they got to America. What makes this even more fascinating is his ability to tell his story through rap, chats, and storytelling while adding a hint of humor.

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### **Online Sources**

"Amerasians Caught Between Two Cultures", *The Tavis Smiley Show*. NPR. 12 Jul 2009 <<http://www.npr.org/templates/story/story.php?storyId=3867673>>

Robert Schmitz reports on the lives of Amerasians living in Southern California's Orange County known to those in the area as Little Saigon. These people fled Vietnam hoping for a better life that unfortunately still eludes too many of them.

"A Web Resource For Combating Human Trafficking." *Human Trafficking.Org*. 2001-2006. Academy for Educational Development. 14 Jul 2009 <<http://www.humantrafficking.org>>.

This site was created to help government agencies share information and to educate people about human trafficking as a means of trying to combat this problem. Resources, publications on trafficking and country specific information are available on this site. One of the contributing factors to the human trafficking problem is transnational migration. When migrants are unable to attain citizenship in the country they have migrated to they become vulnerable to traffickers.

Chuong , Chung Hoang and Le Van. "The Amerasians from Vietnam: A California Study" 1994. *Southeast Asia Community Resource Center*. 14 Jul 2009 <<http://www.reninc.org/PDFS/AmerAsn.pdf>>.

This study was performed to give the latest Amerasian arrivals a voice, to discuss their first impressions of the United States and to describe some of the difficulties they encountered when they arrived and problems they were currently facing. Included in this study along with personal experiences is background information

on the Vietnam War, the immigration that resulted from the war, refugee camp experiences, data on Amerasians, and even aid that is offered to Amerasians to help them get situated into this country.

"Energy of a Nation: Immigration Resources". *The Advocates for Human Rights*. 07/13/09 <<http://www.energyofanation.org>>.

This web site provides a wide variety of resources on the topic of immigration including information on immigration policy to fact sheets regarding immigration. There is an extensive unit – Energy of a Nation Curriculum available to download. A variety of lessons are included in this curriculum covering such topics as assumptions about immigration, to refugees and asylum seekers, and even undocumented or illegal immigrants with information included.

Le, C.N. "Asian American History, Demographics, & Issues." *Asian Nation*. © 2001-2009. 14 Jul 2009 <<http://www.asian-nation.org/index.shtml>>.

This site was designed to be a way to introduce people to the Asian American community. This site serves several purposes: to educate people about the Asian American people, to provide general and specific information concerning topics and issues that affect Asian American people, and to offer other sources of information related to Asian Americans.

Rice, Craig, and Robin Vue-Benson. WWW Hmong Homepage. 13 Mar. 2006. Asian Studies WWW Virtual Library Associate. 12 July 2009 <<http://www.hmongnet.org/>>.

This is a great website for anyone wanting to learn more about the Hmong because it is the official site for Asian Studies WWW Virtual Library Associate site. The site offers a list of Hmong announcements and current events, resources for students and teachers, general information about Hmong people, their history and their culture, organization, community resources, and more. In addition, the website also lists books and publications on Hmong studies journal articles. This is definitely a helpful site because they offer extensive information on the Hmong as well as services for Hmong people.

Stephenson, Carol. "Context for Lao Immigration ." *Immigrant Info. Org*. 07/16/02 . 14 Jul 2009 <<http://immigrantinfo.org/kin/laos.htm>>.

This site could be used as a quick reference for general information about the history of Laos, Laotian immigration, and for brief descriptions about some of the experiences that Laotian people have had while living in this country.

Vigdor, Jacob L. "Measuring Immigrant Assimilation in the United States." *Civic Report* 53 May 2008 Web. 13 Jul 2009. <[http://www.manhattan-institute.org/html/cr\\_53.htm](http://www.manhattan-institute.org/html/cr_53.htm)>.

This article examines contemporary immigrant groups and compares them by creating a quantitative index that measures the degree of similarity between native- and foreign-born adults in the United States. It also contains a detailed bibliography.

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### Guiding Questions

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1. How is the Southeast Asian immigration categorized as a transnational migration?
2. Why has Thailand been the country that other Southeast Asians migrated to?
3. What conditions caused by the Vietnam War led to the migration of Southeast Asians?
4. What problems were encountered, specific to each Southeast Asian group, when they arrived to the United States?

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### Learning Activities

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**1. *Group Work Map Activity***

Create a 2-D map of Southeast Asia and locate the various countries involved in the mass immigration due to the war. (Cambodia, Laos, Thailand and Vietnam)

- a) Identify major areas, cities, bodies of water, etc.
- b) Use a 2-D approach to show the patterns of migration by the Cambodians, Laotians, Hmong, Vietnamese and Thai people
- c) Provide an excerpt of the major migration patterns and describe each one
- d) Use color to differentiate between the groups

**2. *Pan Dau (Story Cloth)***

The Hmong brought with them their artistic tradition of quilt work called the Pan Dau. Create your own Hmong story cloth by taking a theme, a scene or an image from the various Southeastern Asian groups we have studied and create your own story cloth. (Students may create your stories on construction paper or whatever other art supplies you want to use).

### **3. Analyze a Movie**

- a) Watch the movie: "The Killing Fields
- b) Take notes as you watch
- c) What scenes stand out that apply to what we have been discussing about Southeast Asian immigrants
- d) Questions to consider:
  1. What is the basic premise of the movie?
  2. How are the Communists in Cambodia portrayed in the movie?
  3. How do the Communists treat the Cambodians who did not want to conform to their ways?
  4. Who is/are the main character(s) and what types of problems does he/they encounter?
  5. Compare and contrast his/their experiences to the other Southeast Asian groups we have discussed?
- e) Write a summary of the movie that encompasses all of the above questions and other ones that you come up with.

### **4. Internet Activity/Create a story of an Immigrant**

Using the provided website, look through site and its collection of pictures. Then create a story booklet of a Southeast Asian immigrant and their experience(s).

- a) Go to the site – <http://seaadoc.lib.uci.edu/>
- b) Browse through the photo gallery making sure you go through each Southeast Asian group.
- c) Find a picture that catches your attention.
- d) Write a fictional story about a person from the photo you chose using facts learned about the Southeast Asian groups (Cambodians, Hmong, Laotians, Thai and Vietnamese).
- e) Provide pictures (online/drawn/created) to create a little story book.
- f) Share story with the class.

### **5. Compare & Contrast Southeast Asian Immigrant Groups**

- a) Review what you have learned about the Cambodians, Hmong, Laotians, Thai and the Vietnamese.
- b) In a group, compare and contrast all of these Southeast Asian groups
- c) Create a poster board to represent your information
- d) Include pictures to depict the plight of these immigrants

### **6. Assumptions Concerning Amerasians**

- a) After discussing the reasons for immigrating ask students what they think would have happened to the Amerasian children left behind following the Vietnam War.
- b) With a partner make a list of possible problems these children had to face and create a profile of who the typical mother of these children was and how these children might have felt about their fathers.
- c) Using a handout from the data section of *The Amerasians from Vietnam: A California Study* and compare your list to the study.
- d) Write a report discussing your findings.

## **7. Rates of Assimilation**

Provide students with a copy of Jacob Vigdor's "Measuring Immigrant Assimilation in the United States" and ask the following guiding questions to be answered for class discussion:

1. What is a fair measure of assimilation?
2. Is Vigdor's model for assimilation fair?
3. What factors account for Vietnamese Americans and the other groups in the study having high rates of assimilation?
4. What factors account for other groups having a lower rate of assimilation?

After the discussion assign the following writing assignment for homework:  
Write a letter to President Obama where you use the Vietnamese immigration experience to suggest a change in policy to help those groups with lower rates of assimilation achieve the same level as the Vietnamese.

At the beginning of class students will exchange their letters with classmates and the class will generate a list of corrective actions for the government to take.