

**Student Handout**  
**Oakland Museum of California**  
*What's Going On? California and the Vietnam Era*  
**Lesson Plan #3**  
**Coming to Terms: Stories of Southeast Asian Political Refugees**

**Guidelines for Internet Research Team Presentation**

The task of your Internet research project is to investigate, analyze, and reflect on your research topic in these next two days. To do this, use the recommended websites (and others at the discretion of your teacher), to continue your responses to items and questions in the KWL Chart. This, in turn, will help you to answer the unit's essential question in a later assignment.

**Essential Question**

*How do Southeast Asian refugee experiences reshape our sense of what it means to be American?*

1. Review column 1 items and column 2 questions of the KWL Chart. Keep in mind that column 1 items address the American perspectives on the Vietnam War, and column 2 addresses the Southeast Asian perspectives. Note the range of perspectives and experiences that reflect the complexity of this history and that there is not one narrative. What do you think will happen when you take these multiple perspectives into consideration answering the unit's Essential Question?
2. Divide your presentation into the different perspectives and gather, then present key points of your research data under each perspective. Use background knowledge gained from your introduction to the Vietnam Era through study with your history textbook prior to beginning this supplementary unit.
3. Make a chart, or several, of the key points of your research data for visual display. Students will be recording notes based on your presentation. Being able to see as well as hear key points will aid students understand Southeast Asian refugee experiences and not just record data about the topic.
4. Use subheadings on your charts and in your presentation to signal a new aspect of your topic or a different KWL question being addressed.
5. Make a glossary list and define key terms. Produce a large version of the glossary as a visual aid to your presentation. When writing out the glossary, list items in the order they will be presented, not in alphabetical order. Point out this organization when you first display the glossary.
6. Use research team spell checkers to review text for spelling and capitalization on visual aids with a fine toothcomb.
7. Every member of the research team participates in the presentation.

Allow a few minutes at the end of your five to eight minute presentation for questions and clarifications.

