

## Pom Kuv Hauv Koj • Seeing Me in You

Course # | Section #: CA Virtual Pilot Course

Session Dates & Times: Saturdays October 2022 - November 2022, 10 AM - 2PM

Oct. 8, Oct. 22, Nov. 5 | 10:00am - 2:00pm & Nov. 19 | 10:00am - 12:00pm

Instructor(s): Ms. Ger Thao, [gthao@hawaii.edu](mailto:gthao@hawaii.edu) | (530)712-8649

### Course Description

"Pom Kuv Hauv Koj" is a Hmong phrase that means "Seeing Me in You" – seeking goodness in the other person. It captures the perspective (emotion and attitude) that we hope teachers have when they look at their students. Delpit (1995) suggests students learn best when lessons connect to their existing knowledge base:

We all carry worlds in our heads, and those worlds are decidedly different. We educators set out to teach, but how can we reach the worlds of others when we don't even know they exist? Indeed, many of us don't even realize that our own worlds exist only in our heads and in the cultural institutions we have built to support them. (p. 14)

In the late 1970s, most United States residents knew little of the Hmong contributions to the Vietnam War and their reason for settling in the United States, resulting in misunderstanding, prejudice, discrimination, and racism directed toward the Hmong (McCall & Vang, 2012). Through the eyes of others, many aspects of culture-language, interactional styles, and belief systems were seen as needing remediation. This is still the reality for many of our immigrants and students of color, and this can have damaging effects on their educational experience. To truly engage students, we must reach out to them in ways that are culturally and linguistically responsive and appropriate, and we must examine the cultural assumptions and stereotypes we bring into the classroom that may hinder interconnectedness.

### Objectives

"Pom Kuv Hauv Koj (Seeing Me in You)" has two principal objectives

1. To help teachers to better understand the perspectives of Hmong students and families
2. To help teachers to develop an understanding of culturally responsive and culturally sustaining teaching, including arts integration and strategies that support multilingualism

To achieve these objectives the program consists of a balance between

- presentations by experts from the Hmong community on history, geography, culture and the experience of Hmong students and families
- hands-on art activities that help participants to synthesize information and learn concrete strategies for arts integration

- modeling of a range of active-learning strategies such as jigsaw reading protocols, gallery walks and object-based learning opportunities to build background knowledge through texts and film

## Session Schedules

### Pre-Course Assignments

Due: October 8

Assignment	Approx. Time to Complete
Pick up materials sent to you ( <i>anchor text</i> & sketch journal)	
Review Syllabus	15-30 minutes
Read anchor text: <i>The Latehomecomer: a Hmong Family Memoir</i> by Kao Kalia Yang (Chapters 1-7 only)	2-4 hours
Procure art materials (optional)	

### Session 1

Time	Activity	Description
9:45 am - 10:00 am	Welcome	Start admitting participants by 9:45am to answer any questions and to make sure that everyone is good to go in terms of technological logistics.
10:00 am - 10:15 am	Overview and Goals	Brief description of the purpose, format, history and goals of the course; Introduction to instructor(s)/participants.
10:15 am - 10:25 am	Opening Questions	To help participants get to know one another they will rotate through 1-2 online pairings with other participants and discuss a new question with each new partner.
10:25 am - 10:35 am	Sketchbook Intro and Watercolor Pencil Demo	Introduction to the practice of Sketchbook journaling that will be utilized throughout the course to gather and synthesize new information; Brief artistic demonstration of how to use watercolor pencils.
10:35 am - 10:50 am	Presentation: Visual Arts Integration	This presentation will explore how the visual arts can be integrated with other curricular areas such as social studies and science; and how this integration can benefit both the arts and the partner subject within the context of culturally sustaining pedagogy.
10:50 am - 11:20 am	See, Think, Wonder	Participants observe a cultural artifact and use drawing and writing to record observations, inferences and questions about the objects, events and places depicted. The absence of contextual information and the sensory nature of this protocol aims to generate curiosity

		and to empower participants to take an active approach to the course material.
11:20 am - 11:35 am	Break	
11:35 am - 12:15 pm	Visual Notetaking and Gallery Walk	Participants use Visual Notetaking to gather information from a range of texts, graphs, photos and videos (Padlet); discussing what they have found with a partner midway through the Gallery Walk and at the end.
12:15 pm - 1:10 pm	Presentation: Hmong Americans	In this presentation, <b>Seng Alex Vang</b> provides background information on the migration of Hmong to the United States and adaptation to life in the US.
1:10 pm - 1:50 pm	Teacher / Educator Panel	In this panel, speakers will share their insights and experience in working with Hmong students and families.
1:50 pm - 2:00 pm	Q&A	An opportunity for participants to ask any questions regarding the pre-assignment materials, the first session of the course or the Session 1 Assignments

### Session 1 Homework Assignments

**Due: October 22**

Assignment	Approx. Time to Complete
Session 1 Reflection	30 - 45 minutes
Gathering Family Stories (see Ger's example)	1 hr 20 minutes
Map Drawings / Post on Padlet	1 ½ hours
Portrait of a Memory (see Photographing 2-D Work) / Post on Padlet	3 hours

### Session 2

Time	Activity	Description
9:45 am - 10:00 am	Opening	Feel free to log in early to "talk story" and/or test out your devices.
10:00 am - 10:25 am	Tabletop exhibit of "Portrait of a Memory"	Participants will have an opportunity to view each other's artwork and accompanying narrative on Padlet, as well as to discuss their work and process in break-out groups.
10:25 am - 11:25 am	Presentation: Culturally Responsive-Sustaining	In his 2012 essay, "Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice," Django Paris advocated the ideal of culturally sustaining pedagogy that supports "young people in sustaining the cultural and

	Pedagogy	linguistic competence of their communities while simultaneously offering access to dominant cultural competence (p.93).” Learn about culturally and linguistically responsive-sustaining pedagogy for Hmong students with specific strategies, lessons and activities that can be adapted for students of other cultural and linguistic backgrounds.
11:25 am - 12:05 pm	Hmong Student Panel	Students discuss their successes and challenges in navigating education in the US.
12:05 pm - 12:20 pm	Break	
12:20 pm - 1:05 pm	Personal Dictionaries	Participants learn about the use of Personal Dictionaries as an adaptable strategy for students to visually communicate understandings in a variety of disciplines. Post on Padlet.
1:05 pm - 1:50 pm	Presentation: Multilingual Resources for Educators	We will share resources (including websites, print material, videos and vendors) to support multilingual learners of Hmong.
1:50 pm - 2:00 pm	Introduction to P4C Assignment / Q&A	I will explain steps involved in preparing for the P4C inquiry that will take place during the third session.

### Session 2 Homework Assignments

**Due: November 5**

Assignment	Approx. Time to Complete
Session 2 Reflection	30 - 45 minutes
Read articles for Jigsaw Reading protocol (see assigned Groups)	1 hour
Read “Learn More about Hmong Students” and post a response on the discussion board	45 minutes - 1 hour
Develop a draft of a lesson (See Lesson Planning Guidelines & use Lesson Plan Template)	2 - 3 hours
Revisit <i>The Latehomecomer</i> , submit questions for P4C (Problem of Praxis Template)	30 minutes - 1 hour

### Session 3

Time	Activity	Description
9:45 am - 10:00 am	Opening	Feel free to log in early to “talk story” and/or test out your devices.

10:00 am - 10:30 am	Participant Lesson Feedback	Participants present their draft lesson plan and receive feedback from fellow participants in a breakout group.
10:30 am - 11:10 am	Jigsaw Reading Groups <ul style="list-style-type: none"> <li>• Same-Topic Groups</li> <li>• Teaching Groups</li> </ul>	Participants first discuss their article with others in same-topic discussion groups. Then participants join a new break-out group to teach other participants about their topic and to learn about the topics that the other representatives in their group researched.
11:10 am - 11:50 am	Parent Panel	Hmong parents share insights with teachers to support them in their work with Hmong students.
11:50 am - 12:05 pm	Break	
12:05 pm - 12:45 pm	Presentation: Poetry/Spoken Words	In this presentation, <b>Tou Saiko Lee</b> discusses how spoken word and other poetry structures can help to empower the voices of multilingual learners.
12:45 pm - 1:35 pm	P4C Inquiry: Problem of Praxis	Following the Philosophy for Children methodology (P4C) participants select a question to investigate as they discuss the text, <i>The Latehomecomer</i> .
1:35 pm - 1:50 pm	Website Resources	Participants will get to explore a range of resources on the course website to support their work with Hmong students and families.
1:50 pm - 2:00 pm	Q&A: Final Assignments	Participants will have the chance to ask questions about Lesson Plans and final assignments.

### Session 3 Homework Assignments

**Due: November 19**

Assignment	Approx. Time to Complete
Session 3 Reflection	1 hour
Implement lesson and prepare observations, lesson learned, and student samples of this lesson to share with the class	3 hours
Documentary: "The Hmong and the Secret War" (OPTIONAL)	1 ½ hours

### Session 4

Time	Activity	Description
9:45 am - 10:00 am	Opening	Feel free to log in early to "talk story" and/or test out your devices.
10:00 am - 10:50 am	Participant Sharing	Participants present their final lesson plan, lesson reflections & student samples and receive final feedback from fellow participants.

10:50 am - 11:10am	Culminating Reflections	Participants write/share final take-aways from the course and future commitments to supporting their Hmong / MLMC students.
11:10 am - 11:30 am	Course Survey	Using a Google Form, participants will have the chance to provide feedback on the course sessions.
11:30 am - 11:45 am	Completion Paperwork	Stipend Paperwork
11: 45 am - 12:00 pm	Closing / Mahalo!!!	



#### Instructor Bio

**Ger Thao** is a Ph.D. Candidate in the Curriculum Studies Department at the University of Hawai'i at Mānoa College of Education and Student Affiliate/Graduate Degree Fellow of the East-West Center (EWC). She holds a MA in Education: Curriculum & Instruction, BA in Liberal Studies, and Multiple Subject teaching credential from CSU, Chico. She currently serves as the Language and Culture Specialist for the Center for Southeast Asian Studies (CSEAS) at UH Manoa and Graduate Assistant for the Social Justice in Education in Hawaii Project. She was a former elementary teacher and ELA Intervention Specialist in northern CA for eight years and Consultant for Hmong Language and Cultural Enrichment Program (HLCEP) in Madison, WI. She is a Hmong American author of a bilingual children's book titled "The Hmong Journey: Hmoob Txoj Kev Taug" and Co-editor of "Hmong Teacher Experiences: Voices from the Field." Her passion is working with educators to support schools in developing and implementing literature, curriculum, and professional developments that reflect diverse populations, including multicultural, indigenous, Asian and Pacific-Island perspectives.

You can read more about Ms. Ger Thao here:

<https://coe.hawaii.edu/cs/profiles/ger-thao/>

[https://www.cseashawaii.org/2021/03/student-spotlight-ger-thao/?fbclid=IwAR2yNV09CU43aA1FVMRZuVYsD\\_X3pQ\\_PeiajxTjqkpeaeeMoi1sC3oTQzRs](https://www.cseashawaii.org/2021/03/student-spotlight-ger-thao/?fbclid=IwAR2yNV09CU43aA1FVMRZuVYsD_X3pQ_PeiajxTjqkpeaeeMoi1sC3oTQzRs)  
<https://herpublisher.com/blogs/hmong-authors-and-artists/ger-thao>

## Supplies

Included with your registration, we will be mailing you two items for the course: a sketchbook, and the memoir, *The Latehomecomer: A Hmong Family Memoir* by Kao Kalia Yang.

As artmaking is central to this course, we also encourage you to get some additional art supplies. We are providing two lists, one of recommended items and one of optional items to extend artmaking. The recommended items can all be purchased for under \$30. You will not be penalized in any way if you don't purchase these recommended supplies, but they will allow you to hopefully explore some new artistic media, which will, in turn, help you provide your students with new avenues for artistic expression. On the supply lists, you will find links to online retailers. However, many of these items may be available locally as well.

## Recommended Supplies

Item	Notes
Watercolor Pencils	Crayola, 12 ct ( <a href="#">Amazon</a> : \$4.27, <a href="#">Blick</a> : \$3.73 + shipping) Faber-Castell, 12 ct ( <a href="#">Amazon</a> : \$10.46) Derwent, 12 ct ( <a href="#">Amazon</a> : \$16.62, <a href="#">Blick</a> : \$16.49+shipping)  The quality of color and control increases with the price, but the Crayolas are perfectly fine if you are looking to save. These don't come with a brush, however you can provide your own or use the brush that accompanies the water-soluble graphite pencils (see below)
Watercolor Paper	Canson Watercolor Pad, 140 lb, 11" x 15" (30 sheets) From <a href="#">Amazon</a> (\$9.97, free shipping with Prime) or <a href="#">Blick Art Materials</a> (\$9.72 + shipping)  We will not be using all of this paper, so if you know other teachers participating in this course, feel free to divide a pad amongst 2 - 3 teachers.
Micron pens	Sakura Pigma set of 3 ( <a href="#">Amazon</a> : \$7.78, <a href="#">Blick</a> : \$7.59 + shipping)
Water-soluble graphite pencils with brush	Staedtler Mars Lumograph Aquarell Pencil from <a href="#">Blick</a> \$5.70 + shipping or Faber-Castell Graphite Aquarelle Pencils from <a href="#">Amazon</a> : \$12.71

## Optional Supplies

Item	Notes
Detail watercolor brush	<p>Princeton, Round, Size 3 (<a href="#">Amazon</a>: \$6.37, <a href="#">Blick</a>: \$6.37 + shipping)</p> <p>This is a smaller brush, which allows you to work on a finer level with watercolor or water-soluble graphite pencils.</p>
Dust-free eraser	Faber-Castell dust-free eraser (Amazon: <a href="#">\$2.88</a> or pack of 4 for <a href="#">\$5.39</a> ; <a href="#">Blick</a> : <a href="#">\$1.45</a> + shipping)
Pencil sharpener	Staedtler ( <a href="#">Amazon</a> : \$4.70; <a href="#">Blick</a> : \$4.72 + shipping)
Black paper	Faber-Castell Black Paper Sketch Pad, 9" x12" ( <a href="#">Amazon</a> : \$10.58, <a href="#">Blick</a> : \$6.73 + shipping)
Colored pencils	Prismacolor Scholar, 12-count ( <a href="#">Amazon</a> : \$9.34, <a href="#">Blick</a> : \$9.99 + shipping)
Drawing pencils	Staedtler Lumograph Graphite drawing pencils, set of 6 ( <a href="#">Amazon</a> : \$8.50, <a href="#">Blick</a> : \$8.40 + shipping)



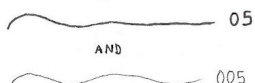
Here is a visual guide to supplies which you might want to purchase:

# ART SUPPLIES ★

## MEET THE MICRON!



- ★ SAKURA PIGMA MICRON PENS COME IN A RANGE OF LINE THICKNESSES LIKE:



ONE GREAT THING ABOUT MICRONS IS THAT THEY ARE WATERPROOF ONCE THE INK DRIES, MEANING YOU CAN COMBINE THEM WITH WATERCOLORS, AND THEY WON'T BLEED.



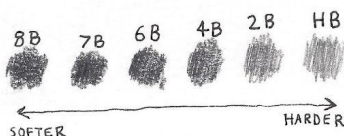
- ★ WATERCOLOR PENCILS LOOK LIKE AND BEHAVE LIKE ORDINARY COLOR PENCILS, EXCEPT THAT THEY ARE WATER SOLUBLE.

YOU CAN DRAW WITH THEM WITHOUT WATER FOR A DRY EFFECT LIKE THIS

OR YOU CAN USE WATER AND A BRUSH TO SPREAD AND COMBINE COLORS LIKE THIS



- ★ DRAWING PENCILS COME IN A RANGE OF HARDNESSES ALLOWING YOU TO CREATE A RANGE OF VALUES IN YOUR ART.



YOU CAN ALSO ACHIEVE A SMOOTH TRANSITION OF VALUES BY CHANGING THE PRESSURE YOU APPLY AS YOU DRAW.

- HIGHER QUALITY ★ COLOR PENCILS, SUCH AS PRISMACOLOR, PRODUCE NICE SATURATED COLORS.



UNLIKE MARKERS, YOU CAN CONTROL THE VALUE OF THE COLOR BY CHANGING THE PRESSURE YOU APPLY.



- ★ DUST-FREE VINYL ERASERS DO A BETTER JOB THAN PINK ERASERS AT REMOVING GRAPHITE FROM THE PAGE WITHOUT LEAVING SMUDGE MARKS.



- ★ WATERCOLOR BRUSHES COME IN A RANGE OF SIZES. HAVING A SMALLER SIZE ROUND BRUSH LIKE A 2 OR A 3 WILL ALLOW YOU TO CAPTURE FINER DETAILS. LARGER SIZES LIKE 7 OR 8 ALLOW YOU TO QUICKLY COVER LARGER AREAS. IF YOU HAD TO CHOOSE JUST ONE SIZE, 4 IS PRETTY VERSATILE FOR CREATING A RANGE OF LINE WEIGHTS.



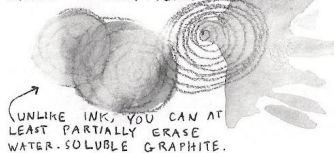
COLOR PENCILS, WATER-COLOR PENCILS, DRAWING PENCILS AND WATER-SOLUBLE GRAPHITE PENCILS ALL HAVE SOFTER LEAD THAN NO. 2 PENCILS, AND THEY BREAK EASILY IN CONVENTIONAL SHARPENERS. A SMALL



- ★ HAND-HELD SHARPENER WILL ALLOW YOU TO GET A GOOD POINT AND TO EXTEND THE LIVES OF THESE SOFTER PENCILS.



- ★ WATER-SOLUBLE GRAPHITE PENCILS BEHAVE LIKE WATERCOLOR COLOR PENCILS BUT ALLOW YOU TO CREATE WIDER RANGE OF GRAY TONES.

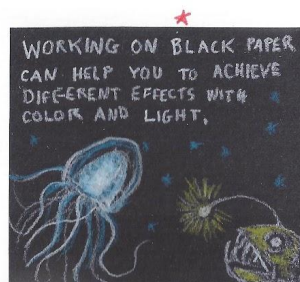


UNLIKE INK, YOU CAN AT LEAST PARTIALLY ERASE WATER-SOLUBLE GRAPHITE.

## PAPER



WATER COLOR PAPER ★ CAN HOLD WATER, ALLOWING YOU TO WORK WITH WET MEDIA, FLUIDLY COMBINING COLORS. THE HEAVIER THE PAPER, THE THICKER IT WILL BE, AND THE MORE WATER IT WILL BE ABLE TO HANDLE WITHOUT BUCKLING OR PILING. PAPER THAT IS RATED 140 LB OR MORE WILL HOLD UP WELL FOR A VARIETY OF USES.



WORKING ON BLACK PAPER CAN HELP YOU TO ACHIEVE DIFFERENT EFFECTS WITH COLOR AND LIGHT.

WORKING ON ★ GRAY TONED PAPER MAKES IT EASIER TO CAPTURE HIGHLIGHTS AND SHADOWS.



THERE ARE AN ALMOST INFINITE NUMBER OF WAYS YOU CAN COMBINE THESE VARIOUS MEDIA. YOU WILL LIKELY GRAVITATE TOWARDS PARTICULAR MEDIA, AND FIND YOU HAVE NEW THINGS TO SAY AND THAT YOU ARE ABLE TO EXPRESS DIFFERENT ASPECTS OF YOURSELF AS YOU TRY OUT DIFFERENT MEDIA.

## Attendance

This course meets for three 4-hour sessions and one 2-hour session. Missing any one of these sessions, or an activity during these sessions, amounts to missing a significant portion of the course. While we understand that unexpected circumstances may arise, we encourage you to only apply for this course if you are able to attend all sessions.

## Stipend

To receive the \$300 stipend for this course, participants must:

- Attend all synchronous Saturday sessions of the course
- Engage in all course activities and discussions (via Zoom and Laulima)
- Complete session assignments (given during each of the three sessions)
- Successfully complete a learning results portfolio that includes
  - Written reflections on the live sessions
  - Design/Implement one lesson with students, based on ideas from the course and which meet lesson criteria shared by instructors during the course
  - A written reflection and oral sharing of the lesson implemented that can includes an analysis of student work sample(s)
  - A culminating reflection that documents growth resulting from both the live sessions and the lesson implementation phase of the course

## Technology

The live sessions for this course will be conducted on Zoom. Although Zoom has become a common form of communication during the COVID pandemic, if you still have questions or if there are gaps in your understanding of how to participate in Zoom meetings, please check out any relevant video tutorials through the [Zoom Help Center](#). This article will walk you through all of the basics that you will need to participate in the live sessions of the course: [Getting started on Windows and macOS](#).

In order to help create a sense of community in our course, I strongly encourage everyone enrolled to participate with your camera turned on. Headphones are helpful for improving the audio quality.

I will open up each session 15 minutes early and will be available to answer any tech questions or help problem solve. Additionally, please feel free to email me ahead of time if you have questions.

## Laulima

Laulima is a learning and collaboration server for the University of Hawai'i. It is supported as an enterprise application and each course offered in the University's student information system has a Laulima section automatically generated for it. *You will receive an email invitation.* Learn more about Laulima Access [here](#).