

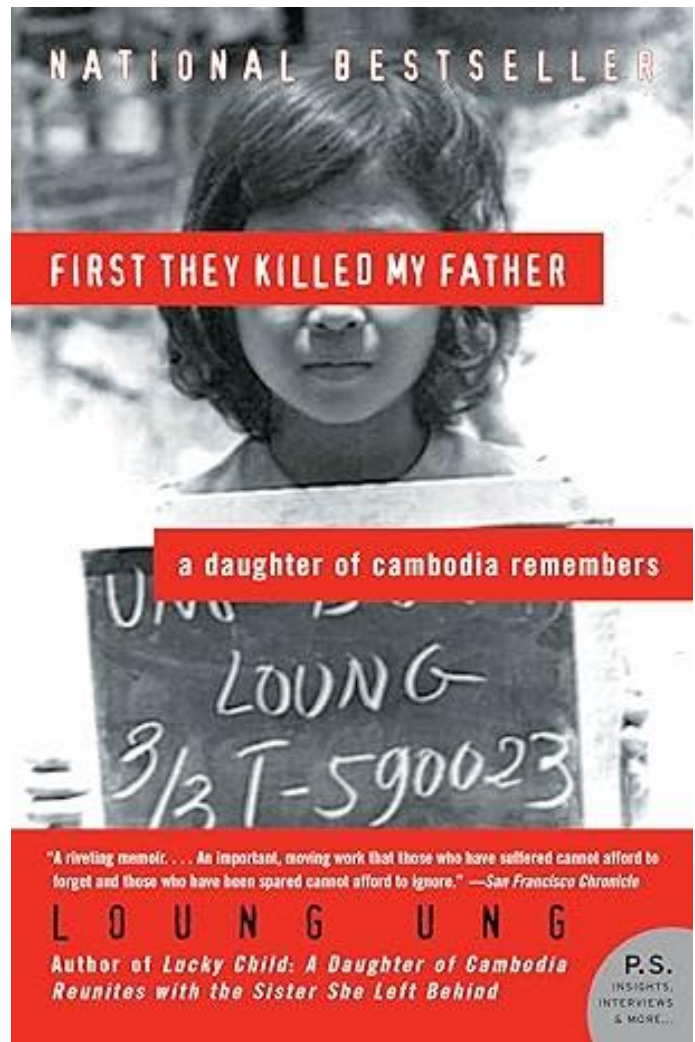
# 1 Book/1 Project/2 Transform 2023-24

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## TEACHING & LEARNING GUIDE

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We can all be transformed -  
and can, perhaps,  
transform others -  
by what we read  
and how we participate  
in our community.



# 1 Book/1 Project/2 Transform 2023-24

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## Book Summary & Reviews of *First They Killed My Father*

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From a childhood survivor of the Cambodian genocide under the regime of Pol Pot, this is a riveting narrative of war crimes and desperate actions, the unnerving strength of a small girl and her family, and their triumph of spirit.

One of seven children of a high-ranking government official, Loung Ung lived a privileged life in the Cambodian capital of Phnom Penh until the age of five. Then, in April 1975, Pol Pot's Khmer Rouge army stormed into the city, forcing Ung's family to flee and, eventually, to disperse. Loung was trained as a child soldier in a work camp for orphans, her siblings were sent to labor camps, and those who survived the horrors would not be reunited until the Khmer Rouge was destroyed.

Harrowing yet hopeful, Loung's powerful story is an unforgettable account of a family shaken and shattered, yet miraculously sustained by courage and love in the face of unspeakable brutality.

"[Ung] tells her stories straightforwardly, vividly, and without any strenuous effort to explicate their importance, allowing the stories themselves to create their own impact."

~ [New York Times Book Review](#)

"A riveting memoir. . . an important, moving work that those who have suffered cannot afford to forget and those who have been spared cannot afford to ignore."

~ San Francisco Chronicle

"Ung's memoir should serve as a reminder that some history is best not left just to historians, but to those left standing when the terror ends."

~ Booklist

"An important book... a harrowing book, a book you will read through tears."

~ Denver Post

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## About the Author

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LOUNG UNG is a bestselling author, activist, and co-screenwriter. Loung began her activism work in 1993 as a Community Educator for a domestic shelter in Maine, and has since been involved in various campaigns, including those against violence towards women, the use of child soldiers, and landmine eradication worldwide. She has made over 40 trips back to Cambodia, dedicating herself to helping her native land recover from the traumas of war. Loung has given keynote addresses at numerous forums in the US and internationally, including at Stanford University, Dartmouth College, Philips Academy, and Women in the World Summit, among others. In 2013, she expanded her activism reach to include screenplay writing and contributed to *Girl Rising*, a groundbreaking film directed by Academy Award nominee Richard Robbins. Her work has been featured in numerous media outlets and documentaries, including *The New York Times*, CNN, and *Fresh Air with Terry Gross*.

“For me, writing is an internal journey where you go in deep, you reflect, you try to heal your inner child and pains. As an activist, it’s an outward, going wide journey, where you realize that you are connected to a much larger world. And that the story you tell isn’t about you. It’s about a culture, a people, a nation, a family.” ~Loung Ung

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## How to Use *First They Killed My Father*

We encourage faculty and staff to consider adopting *First They Killed My Father* as a required or supplemental text for your course or program. Some benefits of adopting this common reading include a shared learning experience for students, connection to service and the community, links between disciplinary work and case studies, faculty/staff collaboration for discussions and events, and the opportunity to meet and talk with the author during her campus visit. Book adoption entails integrating *First They Killed My Father* as an essential feature of your course or program.

### Free Books for Students

If you are able to integrate *First They Killed My Father* into your course or program, free copies of the book will be given to you and your students. We encourage you to make book adoption requests as early as possible so that we may get copies of the book to your students during the first week of class.

### Teaching & Learning Guide

This document is a reference guide to *First They Killed My Father*. This guide includes summaries of each of the chapters, discussion prompts, activities, and a resource section specific to topics addressed in the book. This guide is designed to highlight the relevance of the book to students and their personal lives as well as to multiple academic disciplines (e.g., gender & women's studies, political science, psychology, social work).

### Service Opportunities

The *project* in 1 Book/1 Project/2 Transform is intended to be a community-based service experience. There will be several opportunities associated with *First They Killed My Father*. More details will follow, and we encourage you to add these to your syllabi or program structure and to involve students in reflection related to their service experiences.

### Author Visit!!

Loung Ung will visit our campus on April 2, 2025. The author's talk will begin at 11AM, with Q & A and a book signing to follow. More details to come.

Details will be posted on the 1Book website: <https://www.msudenver.edu/1book/>

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## Chapter Themes

### Themes

Genocide, Anger/Hate, Justice, Resilience, Propaganda/Indoctrination, Class, Displacement, Death, Grief & Loss, Hunger, and Familial Bonds.

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## First They Killed My Father Chapter Summaries

### Chapter 1: **Phnom Penh** *April 1975* (pp. 1 - 6)

Ung begins with eating with her mother and father at a noodle shop. Ung's mother would like her to be a more "proper" girl. Ung shares the beauty that is her mother, and the type of loving parent that is her father (despite a past gambling problem). Ung's father defends her from her mother's criticism.

### Chapter 2: **The Ung Family** *April 1975* (pp. 7 - 16)

Ung gives descriptions and information about her different family members along with an explanation of her name's origin.

### Chapter 3: **Takeover** *April 17, 1975* (pp. 17 – 22)

Ung describes the beginning of the Khmer Rouge takeover along with some initial information about them. Ung describes her family dynamics of her older siblings. She is told to eat as she watches her family start to pack with confusion. Ung and her family take their truck to leave Phnom Penh and are told by the Khmer Rouge that they can return in 3 days as the U.S. will bomb the city.

### Chapter 4: **Evacuation** *April 1975* (pp. 23 – 27)

Ung is told to not look over the side of the truck as they evacuate. Ung describes the dusty roads. Ung is told to use money as toilet paper as it is no longer of any use. Ung is in awe of the night sky as she sleeps outside in the back of the truck. Ung realizes that she was told to not look over the side of the truck because those who were sick died on the road from being forced to evacuate. Their truck runs out of gas and they are forced to walk after being forced to give a soldier their watches. "Gone is the air of mystery and excitement. Now I am simply afraid".

### Chapter 5: **Seven Day Walk** *April 1975* (pp. 28 – 37)

Ung finds out they will not be able to return to their home in three days. Ung also learns the word "Angkar" or "the organization". This is what the Khmer Rouge is calling their government since they've won the war against General Lon Nol's democratic party. The family begins running low on food, but finds sugar. Ma's second brother, Leang, finds them and gives them food. Ma's eldest brother, Heang, comes to take the family to the countryside by cart. Heang and Leang are considered, by the Khmer Rouge, to be model citizens that are uncorrupted due to living in the countryside since before the revolution.

### Chapter 6: **Krang Troup** *April 1975* (pp. 38 – 43)

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The Khmer Rouge has taken over the countryside, and the family has to ask the village chief for permission to live there – which is granted. There will be 17 people living under one roof. Ung has been told that they are now poor like everyone else in the village, tell people they are from the countryside, and to forget about Phnom Penh. Ung's Father gives the brothers a political history lesson, along with what role the U.S. played in things (p.40). Ung describes examples of her vivid imagination. Her fear and anxiety grow the longer she stays in the village

### Chapter 7: **Waiting Station** *July 1975* (pp. 44 – 49)

Ung is awoken to be told that it is no longer safe for them to stay there, and a truck will come take them to Battambang, where her grandmother lives. Ung shares that her brother Khouy is a black belt in karate. They arrive at a waiting station on a different route than to Battambang where Pa shares that some people they knew from Phnom Penh arrived in the village, so they had to leave. Ung is told not to trust anyone, and not to talk. She is beginning to know what loneliness feels like, and to be paranoid. Pa bribes Village reps to take them to their village. "He seems so serious and sad; I wonder if I'll ever see my fun Pa again" (p.49).

### Chapter 8: **Anglungthmor** *July 1975* (pp. 50 – 55)

The Ung family arrives in the new village. Ung, Kim, and Chou all get a fever and have dreams of monsters coming to kill them. There are no doctors or medicine there, only remedies. There's less and less food to eat. The family takes to foraging for food (animals, bamboo, frogs, bugs, mushrooms, plants). Ung feels bad for a bird they kill to eat. Pa tells them they have to leave as hunger and fear may make the villagers suspect them. Pa tells the brothers the killings have started. Ung stops asking questions in the morning. Ma comforts Geak as she cries with hunger.

### Chapter 9: **Ro Leap** *November 1975* (pp. 56 – 68)

They arrive to the new village, Ro Leap. Ung hears that capitalists should be shot and killed, and questions why this is true and what a capitalist is. The new families to the village are told that everyone will wear the same clothes and same hairstyle. Colorful clothes, schooling, wealth, religion, and personal belongings are banned. Ung is upset that her red New Years dress is set on fire. There are new words to make people "equal", but everything belongs to the Angkar. Ung explains the class system. Kim gets a job at the chief's house, comes home with leftovers, but is beaten by the chief's family. The chief picks Pa to be the leader of the new people. Ung describes Angkor Wat, and the destruction. "I wonder where the gods go now that their homes have been destroyed" (p. 68).

### Chapter 10: **Labor Camps** *January 1976* (pp. 69 – 78)

In order to spare him from the Khmer Rouge army, at 16, Khouy is forced to marry Laine, a girl from a close village. Laine's parents want her to marry to avoid being taken by soldiers in the



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night. The story of Davi is told, a girl from the village that was taken by soldiers in the night and returned changed with (physical & emotional) bruises the next morning. Khouy and Laine move to the labor camp. Meng (18), although weak, is forced to move to Khouy and Laine's labor camp. They visit once a week with food, then visits become once every three months. Keave (14) is forced to go to a teen work camp. Ung begins to feel envy and hatred towards the "base" children (children living in the village before the takeover, that are "uncorrupted"). Ung discusses the finality of death. Kim is let go from working at the Chief's house. There is talk about "someone named Pol Pot" (p.77). "I never understand how pa knows things, he just always does, and he keeps us informed so we will not be careless with our information" (p.75).

### Chapter 11: **New Year's April 1976** (pp. 79 – 92)

Ma and Pa worry her growth will be stunted by malnourishment. Holidays are not permitted. Ung "dreams and relive[s]" the 3-day celebration in Phnom Penh. Thinking of the food gives her hunger pains, along with a wave of sadness. "Hunger eats at my sanity" (p. 80). Ung realizes that the people who stole, that she looked down on and judged only did so to survive, and she does not have the "courage" to do so. On New Years Eve she dreams of eating a feast and doesn't share with even Geak. She wakes feeling guilt, despair, and anger. Food rations have been reduced, and Ung continuously feels hunger. "Surviving for another day has become the most important thing to me" (p.82). Ung hears stories of people turning to cannibalism from hunger. On New Year's Day she stays home from working as she is sick, and she searches the nearby forest for food but only finds charcoal. She is now 6 as Cambodian culture does not celebrate birthdays on the exact day until the 50<sup>th</sup> birthday. When sick Ung shares stories of watching families be buried (including a woman, Chong, who buried her 3 children and became known as the "crazy lady") as the smell of death and waste permeate the air.

Bartering for food is seen as an act of treason. Ung mentions that they have only managed to survive because Pa is friends with the chief and exchanges jewelry for food. Ung steals some of the family's dry rice. She doesn't say anything. Her guilt causes her to retreat even more from her family, while also starting more fights with Chou as her shame makes her want to be punished. During a fight Ma throws a coconut shell at Ung, hitting her head. Pa scolds Ma, even though they typically never fight. Ung becomes angry and filled with shame. At night Ung stares at Ma and thinks about how she has to work so hard to not be found out that she is Chinese due to the ethnic cleansing. "I hate myself for not being good and for always being the troublemaker in the family" (p. 91).

### Chapter 12: **Keav August 1976** (pp. 93 – 100)

A girl comes to tell the family that Keav is very sick, and for Ma and Pa to come to the hospital. Ma is able to go, but Pa is not. Ung imagines Keav at the workcamp being sick. Ma returns saying Keav has a bad case of dysentery (possibly from poisonous food) and will not survive the

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night. Keav did not recognize Ma at first, but then asks for Pa. Keav knows she will not survive, is tired, but will hold on at least to see Pa. She wants Pa to take her to see the rest of the family. Ma and Pa get permission to go to Keav. Ung imagines once again what Keav may be going through. Ma and Pa return without Keav. She passed away shortly before they arrived. They don't know where she was buried as a dozen girls had died from food poisoning that day. They did not get any of Keav's belongings as someone most likely stole the watch off of her wrist. Ung asks Chou what happens to people when they die and hopes Keav is not reincarnated there. She wakes feeling guilty she did not dream of Keav. "The reality of Keav's death is too sad so I create a fantasy world to live in." (p. 100). "Hunger and death have numbered our spirits. It is as if we have lost all our energy for life" (p. 100).

### Chapter 13: **Pa December 1976** (pp. 101 – 112)

Ung overhears Pa saying to Ma that, "they know" and that they need to send the rest of the children away to an orphan camp with new names to keep them safe. Ma says they are too young, and she can't send them away. "...I think the world is still somehow beautiful even when I feel no joy at being alive within it" (p. 102). Two soldiers arrive the next morning saying that they need Pa's help pulling an ox cart out of the mud. Ung asks to go help and is denied. The soldiers say Pa will be back tomorrow morning. Pa says goodbye to the family. Ung waves to him until she can no longer see him, and he never looks back. By day 3 they know he is not coming back, and Ung is consumed with hate and rage and says the hate she has no room for sadness. "The Angkar has taught me to hate so deeply that I now know I have the power to destroy and kill" (p. 106). She imagines her spirit wandering to see what happened to him, and dreams of him. She remembers thinking her father was a god, as he looked like the statues at Angkor Wat. Soldiers come more often to take the fathers. There's rumors that Pa escaped and is forming his own army to fight the Khmer Rouge. "To hope is to let pieces of myself die" (p. 108). They find ways to stay alive without Pa.

### Chapter 14: **Ma's Little Monkey April 1977** (pp. 113 – 119)

New years comes again and Ung is 7. Kim (12) takes to stealing crops. Ung feels she doesn't have the strength or courage to steal like Kim, especially because of what they do to the girls that are caught. Kim is caught stealing and hit with a rifle.

### Chapter 15: **Leaving Home May 1977** (pp. 120 – 128)

Food rations increase (seemingly increase or decrease every 3 months) and less are dying of starvation. Entire families begin to go missing. Ma tells Kim, Chou, and Ung that they need to leave the next morning and go in different directions to look for a work camp and change their name. Ung feels resentment and loneliness. Chou and Ung stay together. There's nightly lessons and propaganda. She is bullied for her lighter skin. She gets into a fight with a bully and

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strangles a girl, Rarnie. She threatens to kill Rarnie. She makes a mental list of all of the wrongs done to her. The girls stop abusing her, but still target Chou.

### Chapter 16: **Child Soldiers** *August 1977* (pp. 129 – 143)

Chou job is demoted to a cook. Ung is reassigned to another camp to be trained as a soldier. All 80 girls (ages 10-15) at the new camp have been selected to be there. She sits through more nightly propaganda lessons with song and dance after. Ung aka “Sarene” is asked to join the dance troop to perform shows for the soldiers. She’s initially happy, but it’s painful and tiring. During her field work she is shown how to remove the leeches, and she remembers Keave having to do that backbreaking labor until she died. She is told that Pol Pot is sending soldiers to villages to take children (even base children) 8+ to work and become soldiers. Ung feels lonely as she no longer has Chou with her. New Years comes again, and Ung is another year older. The closest thing she has to friendship is the boy from that comes to collect palm fruit and sap, even though they have never spoken. The propaganda has them replace “Angkar” with Pol Pot more and more. Kids are sent to be soldiers and give aid at other camps. Once sent they are not heard from again. The boys camp closes all together. Ung and the rest of the now 40 girls learn to use weapons from garden tools and hold a rifle. She either dreams of her family or has nightmares. “in the end, I, the hunted, turn and become the killer”.

### Chapter 17: **Gold for Chicken** *November 1977* (pp. 144 – 150)

Ung gets a day off and uses that time to go visit her mom and Geak. Geak is sick and her mother tried to trade jewelry for chicken. Ma was beaten and robbed for the earrings when she went to get the chicken. Ma tells Ung that Chou is able to visit every other month and brings food from the kitchen. Ung feels shame she did not bring anything for them.

### Chapter 18: **The Last Gathering** *May 1978* (pp. 151 – 157)

Rations have been reduced. Ung is taken out of the dance troop. Ung makes the long trek to go to the infirmary for a stomachache. April and New Years has passed, which means Geak is 6. Ung recounts how long it’s been since she’s seen each family member (p.152). At the infirmary she coincidentally meets Ma, Geak, Chou, Kim, and Meng there. Each child tells ma about their lives. They all have similar symptoms of being weak from starvation. Ung receives sugar as medicine. Ung steals an older woman’s food ration. Ma helps Ung get lice out of her hair. The infirmary becomes overcrowded and eventually Ung is forced to leave. This time she looks back at Ma, Geak, and Chou.

### Chapter 19: **The Walls Crumble** *November 1978* (pp. 158 – 164)

Food rations increase. The girls now spend their day learning to fight instead of being in the rice fields. One day Ung gets a terrible feeling with physical pain and anxiety. She tries to brush it

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off. The next day she feels she must go see Ma and Geak. She goes without permission. She describes as if they are calling out to her, and she does not want to accept what she already knows. A woman tells her they left with soldiers the day before. Ung imagines what Ma and Geak went through when they were taken. Ung is consumed with emotion, leaves the village, and disassociates for three days. Her hate and rage grows.

### Chapter 20: **The Youn Invasion** *January 1979* (pp. 165 – 174)

A mortar hits their hut. Ung leaves an injured girl behind as Ung is much smaller than the girl. Ung leaves to Chou's camp, but does not find her there. As others have a mass evacuation Kim and Chou find Ung. Ung learns about a tank as a "crushing monster". They are told there is a refugee camp in Pursat City, and Ung is amazed that the Vietnamese soldiers did not harm anyone like they were told they would do. Ung feels scared as they don't have an adult with them. The kids ask a family to let them live with them, but are denied. The other families that are interested are unwilling to take all 3 of them.

### Chapter 21: **The First Foster Family** *January 1979* (pp. 175 – 183)

The palm tree boy and his dad are the one's that are interested in having them live with them. They need help looking after the kids and the grandma. The mom almost takes Ma's favorite silk shirt. Palm tree boy grabs Ung's waist and kisses her cheek. She slaps him. He tells her no one would believe her. The family complains about them often. They met a friend, Pithy that is the same age as Chou. The three girls find a Vietnamese soldier that leads Ung away when she asks for water. She screams when he tries to assault her, and kicks him until she is able to run away. She wants to report him, but doesn't know who to report him to. She thinks she sees him among the other soldiers, runs after him, and steps on glass. He's not there. The foster mother tells Ung she will be nothing.

### Chapter 22: **Flying Bullets** *February 1979* (pp. 184 – 194)

There is still fear as Khmer Rouge soldiers may be hiding in the village. Every once in a while they soldiers will be attack a village then go back to hiding in the jungle. One day she hears bullets, and drops to the floor. The grandma was hit in the leg by a flying bullet. The father takes her to the hospital. Ung feels nothing. The father tells Kim that they can no longer afford to keep him, and that there is another family that will take them. They leave without saying goodbye to the family. The new family treats them kindly. Since some people are wearing colorful clothes again, Ung remembers wearing her red dress. One day, with Pithy, as they collect firewood, she finds a decomposing body. She thinks of the body as a Khmer Rouge soldier, as thinking of the body as a civilian makes her think of Pa. She helps push another body down the river. Chou, Kim, and Ung all get the "red eye disease" and she thinks it's because she looked at the dead body.

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### Chapter 23: **Khmer Rouge Attack** *February 1979* (pp. 195 – 202)

Ung is awoken by an explosion. The family and the kids go to a shelter, but an explosion hits the shelter. Ung's friend, Pithy, is killed by the explosion next to Ung. Her mother is injured too. Ung runs from flying bullets, but is able to catch up to Chou and Kim and then the foster family. The Khmer Rouge attack was a massacre of the village. She sees Pithy's brother, he's nice one day, but the next tells her to get away from him while holding a cleaver. She said she knows he is alone now. Each day Kim goes to basecamp to see if their brothers are still alive. Kim comes back with Meng one day, and they leave with him. Khouy is there as well. Khouy and Meng had to escape the Khmer Rouge soldiers. They will gather supplies and then leave to go find Ma's family.

### Chapter 24: **The Execution** *March 1979* (pp. 203 – 208)

A Khmer Rouge soldier was caught, and due to anger, given to the people for a public execution. Ung goes to see. An older woman hits the soldier in the head with a hammer. Ung wonders if that's how her Pa died. Another woman stabs him. "His death will not bring any of them back". Men throw the soldier in a well.

### Chapter 25: **Back to Bat Deng** *April 1979* (pp. 209 – 217)

The family leaves to Bat Deng. They find an abandoned hut, and stay there with another small family. Ung thinks the mother of the family resembles Ma. On the way, Ung talks to Ma and Geak. They find their uncle who is still in the same hut. Ung does not tell her family about what has happened to her. Ma's family was saved as base people. She hears that if Ma could have hung on for 2 more months, she would have been saved. Ung goes to the market, thinks about this and cries as she sees pork buns that remind her of Ma. Meng is married off as he is now the head of the family. Ung and Chou sell at the market. Meng and his wife go to Vietnam for four days. There's a way to get out of Cambodia to the U.S., but with all of the money from the family, and selling the rest of Ma's jewelry there's enough for 2 people to go. He decides to take Ung. She feels she is strong and cannot cry, unlike Chou.

### Chapter 26: **From Cambodia to Vietnam** *October 1979* (pp. 218 – 227)

On the way, Ung asks Meng to see their former home. Since there were not documents, someone is now living in their house. Meng forgets to show her the home. They travel by fishing boat to Vietnam. They live in Saigon for 2 months. Meng tells Ung that they should use the proper name for the people, Vietnamese, as "Youn" is a derogatory term. They move to live in a houseboat for 3 months. One night they leave on the houseboat to a larger boat to get to Thailand with a total of 98 people. Ung does not have to take turns with others to stay above deck. A boat pursues them, and thinking they are pirates everyone tries to hide valuables and

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make themselves ugly. They say they're just fisherman and want to give them food and water. The pirates eventually take things from people including Pa's Jade Buddha.

Chapter 27: **Lam Sing Refugee Camp** *February 1980* (pp. 228 – 234)

Ung, Meng, and Eang fill out paperwork and stay the night at the church. They have to wait for a sponsor. The family, Eang's sister, and her friend use their hidden valuables to buy a hut from another refugee that is leaving for America. Meng is baptized as a Christian in hopes of getting a sponsor question. They are one of the poorer refugees and survive on rations, but are malnourished. On June 5<sup>th</sup> they have found a sponsor. They watch a movie about America, and Meng tells Ung they are going to Vermont. The night before she leaves she dreams of Pa.

**Epilogue** (pp. 235 - 238)

Ung is on her way back to Cambodia and remembers when she first arrived to America and how she immersed herself to forget what happened despite her nightmares. She gives an update of her family and herself.

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## First They Killed My Father Discussion Questions

Many themes emerge throughout this book that can be connected to courses across disciplines. Prominent themes include: identity, childhood perspectives, war and conflict, historical awareness, indoctrination, political climates, religious beliefs, loss and resilience, and empathy, among others. The following discussion questions and learning activities help students connect to these themes.

### Chapter Discussion Questions

1. In chapter 1, Phnom Penh, and chapter 2, The Ung Family, what do you think is being foreshadowed in these chapters?
2. In chapter 5, Ung mentions that her uncles in the countryside are model citizens due to not living a life in the city. The United States has our own model citizen stereotype. What does this mean in the United States? What are the similarities and differences between the Khmer Rouge's model citizen, and the United States' version?
3. In Chapter 6, Ung describes her vivid imagination of spirits shaking the trees. Culture and religion can be a big factor in how we imagine spirits and their purpose. What does your religion or culture say about spirits, and are they something to be feared? Do we have certain situations in which we take comfort in the spiritual vs fear?
4. In Chapter 7 Ung talks about her brother's karate practice usually makes her laugh, and how she typically leans on her father for comfort and support. Ung wonders when she will be able to have her "fun Pa" back. What do you do for your own self-care and comfort in stressful situations?
5. Chapter 9, Ro Leap, Ung describes more of the Khmer Rouge's fundamentals. What problems do you see within their approach to change the country?
6. Chapter 10, Labor Camps: "My stomach churns with the nausea at the thought of death. But I do not know how to go on living with such sadness" (p.75). Ung talks about the finality of death, and at times before this wishing for death. How might the view of death have differed due to this being through the lens of a child? How does that change with circumstance?

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7. In Chapter 11, New Year's, Ung experiences multiple waves of despair, guilt and shame. What is the difference between guilt and shame? How might these show up for a child vs. for an adult, or is there a difference?
8. Chapter 13: How has knowing Ung's father was going to be killed shaped your reading experience? What was unique about how this is written from a young child's perspective?
  - a. Why do you think Ung decided to add in family photos midway through the book, in this chapter, and before the chapter is finished? Did this bring up any emotions or thoughts?

### Reflective Discussion Questions

1. At what age did you start to have political conversations with your parents or caregivers?
  - a. Do you think this was because of the political climate at the time?
2. At what age did you learn about war? What were you told? What do you hold to be true about it now?
3. The U.S. was heavily involved in this war, and "Americans" are referenced throughout the book. This was also happening in the midst of the Vietnam war ending. Why do you think many in the U.S. don't know that this was happening/happened?
4. The book is written through the eyes of a child. How did reading history through the eyes of a child shape your reading experience and views?
  - a. Did you notice any change in voice throughout the book?
5. How does reading about other's experiences, especially those such as Ung's, help us better understand our own lives? What are some ways in which we can connect to and learn from others experiences, even if they are very different from our own?
6. Ung doesn't often name people that are not in her family, yet she names people like Davi and Chong. She saw numerous deaths and kidnappings, so why might this woman and girl's story be important to name and share?
7. The U.S. had a hand in the situation in Cambodia. In the beginning the U.S. evacuates their embassy, and then by the end Ung is saved with the help of U.S. soldiers. What



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role, if any, do citizens of humanity and their governments have in trying to end violent regimes who commit acts of racial cleansing and genocide? What should the aid (if any) look like?

8. When looking at history, did you notice any similarities of what happened in Cambodia to what happened elsewhere at another point in time? What were the differences?
9. Through the book, Ung has to hide her family's identity to stay safe. When looking at identity, are there parts of ourselves that we hide for safety? What would make it safer for us to share those identities?
10. Ung spends years of her childhood under the Khmer Rouge regime. She experiences a myriad of emotions. How does her identity shift and change throughout the book?
11. The theme of loss is consistently shown throughout the book. Ung experiences not only loss in terms of death, but loss of home, social class, belongings, etc. Despite all of this loss, Ung has strong resilience. How has loss, of any kind, shaped your own outlook on life?
12. What ideological rhetoric or process of indoctrination was used by the Khmer Rouge to try and give Cambodians a new sense of national identity?
13. Define the terms politicide, autogenocide, and genocide. Are these terms interchangeable? Which do you think describes the events in Cambodia? Are these terms synonymous with 'ethnic cleansing'? Why or why not?
14. When looking at international law, what crimes were committed by the Khmer Rouge?
15. Has this book changed your opinions of anything from when you first started reading?

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## Activities

### Genealogy

When asked who is in your family, many people would include their immediate family members, and maybe, how many aunts and uncles they have. The book not only adds a genealogy chart of Ung's family in the beginning, but she also utilizes the second chapter to further describe her family, the dynamics, and appearances of the members in her family. Create your own genealogy chart. Add pictures, drawings, poems, etc. to help tell a story of your family.

- Who would be the most important people to note in your own story?
- What traits and identity do you hold within your family system?
- How would you describe your family dynamics if you were writing your own memoir? What would you factor into the decision-making process for how you would describe the dynamics?
- What patterns do you notice in your chart?
- In what ways have immigration, political conflict, or re-location impacted your family?
- Is there anyone that you found yourself wanting to leave out? Why?

### News Coverage Activity

How our media covered past international events and conflicts provides us with some understanding of the time but is also a place for investigation and critique. For this activity, students will research newspapers and news television coverage of the Khmer Rouge Genocide over the dates connected to Loung's memoir. Using this research, students will provide a rhetorical analysis of their research in conjunction with the memoir.

In your pre-writing exercise, please address the following questions:

1. What is the newspaper artifact (title of article, publication, author, and date) you have chosen?
2. What is the television news coverage artifact (include the title of a news story, publication, author, and date; link to the video if available) you have chosen?
3. Discuss and compare the two artifacts.
  - a. Address and discuss the overall ideas and information in the news artifacts.
  - b. What are some of the similarities you noticed in the coverage?
  - c. What were some of the differences?
  - d. How would you describe the tone of the coverage?
4. Review Loung's memoir for the same time period, how does she describe and present her experiences in contrast to the news reporting? Use specific quotations from both in

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your notes as a way to compare and contrast denotation and connotation of language, tone, etc.

In your analysis essay, using your prewriting exercise, please include the following:

- **Introduction and Thesis Statement:** Your paper must begin with an introduction paragraph that leads into your thesis statement. The thesis should introduce your artifact, present the position you are taking in your analysis, and discuss the ways this artifact connects to the impacts of news construction versus personal experience of living under the Khmer Rouge.
- **Rhetorical Analysis of Artifact:** The rhetorical analysis of the artifacts must be conducted in detail and include at least three (3) ways each artifact connects to and diverges from Loung's memoir, supported by quotations and/or references to both the memoir and artifacts.
- **Conclusion:** The conclusion paragraph should connect back to your thesis statement and the ways you believe the artifacts presented the Khmer Rouge Regime in contrast to Loung.

### **Importance of Religious Sites Research Study**

Ung mentions the religious site, Angkor Wat, and the destruction that followed to not only the site, but to the monks that took care of the temples. Religious sites can be found throughout the world, but it's important to understand the significance of such sites to ensure they are not erased, misunderstood, or misrepresented. Find and explore at least 2 sources to find out more about what happened to Angkor Wat.

- What is Angkor Wat?
- What religion(s) were prominent in Cambodia, and practiced at Angkor Wat?
  - Describe the core tenants.
- What happened to Angkor Wat during the Khmer Rouge takeover?
- What has happened to Angkor Wat since the Khmer Rouge was overthrown.
- What other religious sites were important to Cambodia pre and post Khmer Rouge takeover.
- How has religion returned (or not) to Cambodia post takeover?
- What reason did the Khmer Rouge have for wanting to destroy Angkor Wat?
- Why might certain physical sites be important for a religion? What role do they play?
- Are there any religious sites that are important for your family, or for you personally?

### **Art and Identity Project**

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Writing, journaling, painting, sculpting, song writing, film making etc. are all expressions of art. The Khmer Rouge wanted to rid the country of not only education, but color, art, and freedom of expression. Ung's creativity and imagination continues to shine through pockets of her novel. She utilizes imagination to not only describe her survival and resilience, but to also paint a picture of her changing identity. Create an art piece that encompasses an expression of your identity at this moment in time.

### **Writing/ Journaling**

Merriam-Webster Dictionary defines memoir as "a narrative composed from personal experience." A memoir can be a narrative for us to share with the world, or just for ourselves to write out story down. Use these prompts as a jumping off point to your own memoir.

- What is your earliest memory? Describe it in detail. When was this? What were you doing? Who was with you? Where were you? How were you feeling?
- What do you remember from your first day of school? This could be a memory from any school year.
- You've traveled back in time and encountered a younger version of yourself. Where are you? What are you doing? What life lesson do you share with your younger self? How do you feel towards the version of your younger self?
- What do you remember about your parents' relationship? How did your understanding of their relationship influence your own romantic partnerships?
- Write about a film you saw that made you cry. Where did you see it? What scene made you cry? Why did it strike a chord?
- Share the story of a time you did something that you thought you'd never do.
- Who, or what, was your first love? This can be a person but it could be something like your first car, a hobby, a feeling, etc. What comes to mind when you think about that first love?
- Describe a moment or part of your life where you hold some regrets. Why have you held onto that feeling of regret? What has helped you move forward?
- Describe a time you voted and what it meant to you. What was at stake? What was the outcome? How did it feel?
- Think about a place/home in which you've lived. Describe it in detail. Who were you when you lived here? What specific memories come to mind when you recall each room or space?
- List the friends you've had at various stages of life. Expand on one. How did you meet? What is memorable about that person? Did anything about your friendship deeply impact you?
- Write about a memorable vacation. What do you want to remember from it?

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- Think of two parts of your identity that seem to be at odds with each other (i.e. being a mom and a business owner, being romantic and afraid of commitment). Spend some time exploring these parts of your personality or identity. They might feel separate and discord, but upon closer investigation do they relate? How might they actually connect and nurture one another?

### Identity Wheel

There are numerous identity wheels that have been created to help individuals better understand and explore their own identity, both how they see themselves and how others see them. A sample identity wheel from the University of Michigan has been attached at the end of this document to help facilitate this activity.

### First They Killed My Father (film)

Watch the movie *First They Killed My Father* (2017) (Netflix). Loung Ung is 5 years old when the Khmer Rouge assumes power over Cambodia in 1975. They soon begin a four-year reign of terror and genocide in which nearly 2 million Cambodians die. Forced from her family's home in Phnom Penh, Ung is trained as a child soldier while her six siblings are sent to labor camps (Length: 2h 16m | CC available)

After viewing, respond to these discussion questions:

- What emotions, thoughts, or ideas came up for you while watching this film?
- Ung had a heavy involvement in creating this film, what questions would you have for her about the process of making a film about her own story? What would you expect could be the challenges and tensions in this experience of writing and filmmaking?
- What similarities and differences did you notice in the film compared to the memoir?
- Were there any parts that were harder to watch than read or vice versa? Which medium did you find brought out the most emotion? Why do you think that might be?

### FREEDOM WRITERS PODCAST: THE COURAGE OF MY FATHER -

Watch or listen to the podcast with Erin Gruwell, the founder of the Freedom Writers Foundation. Loung speaks with Erin Gruwell, author, teacher and founder of the Freedom Writers Foundation. To listen to the full podcast, click here or visit the Freedom Writers Foundation website. Listen to the podcast, [click here for the full interview](#). For a YouTube clip, [Click here](#).

(Length: 1h 04m | CC unavailable)

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### **National Geographic on Angkor Wat**

Watch the (archeological and historical) special on the sacred site. Click here [CLICK HERE](#)  
(Length: 22m 15s | CC Available)

### **A Survivor of War advocating to Ban Landmines (LEAD Keynote)**

Loung Ung shares her journey of being a survivor of the Khmer Rouge Genocide and how it led her to join the Campaign to Ban Landmines. [Click Here](#)

(Length: 7m 46s | CC available)

- Ung speaks of leadership. What does it take to be a leader? Did you notice any of those qualities in her while she was a child? What about within yourself?
- What is something that you would have to learn to do to become a leader?
- Who have you met in your life that has made you interested in becoming a leader?
- Whether we act on it or not, being a leader takes planning and thought. What's a cause or topic you're interested in? Create a plan of what you would need to do to become a leader for this cause. Include qualities, growth edges, strengths, and steps as if you were to complete this plan.
- Ung talks about small acts of leadership like a teacher teaching her to write, and people teaching her English. What small act of leadership is attainable for you within the next day, week, month, or year?
- Ung talks about healing after the immense hurt and hate she had. Discuss what makes you feel like you're healing yourself? What do you do for self-care? Create a self-care plan (with art, photos, a Pinterest board, vision board, chart, writing, etc.), and revisit it while reading this memoir.

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## History

While the Cambodia was undergoing turmoil and a genocide, there were numerous events that were happening at the same time. Ung uses a timeline with important dates, months, and years to help the reader understand what was happening and when. In order to help contextualize the time period, and the timeline that Ung uses, we have created a list of significant events by dates from 1975-1980.

### **Year 1975:**

#### **Popular Things In 1975:**

- Popular Movies:
  - “Jaws”, “The Rocky Horror Picture Show”, & “Monty Python and the Holy Grail”
- Popular TV Shows:
  - “All in the Family”, “Rich Man, Poor Man”, “Phyllis” & “The Six Million Dollar Man”
- Popular Music:
  - “Love Will Keep Us Together” by Captain & Tennille, “Rhinestone Cowboy” by Glen Campbell, & “Philadelphia Freedom” by Elton John
- Popular Fashion Items:
  - Hip-huggers, Bellbottoms, Leisure suits & Jumpsuits
- Popular Books:
  - “Looking for Mr. Goodbar” by Judith Rossner, “The Moneychangers” by Arthur Hailey, & “Ragtime” by E. L. Doctorow

#### **Fun Facts About 1975:**

- A gallon of gas cost \$0.57, Eggs cost \$0.77, A gallon of milk cost \$1.57, a Chevrolet Caprice was \$4,819, & The average cost for a new home was around \$11,000.
- Grizzly bears were named an endangered species

#### **1975 Timeline:**

- “Wheel of Fortune” premiered on NBC
  - January 6<sup>th</sup>, 1975
- King Faisal of Saudi Arabia was assassinated
  - March 25<sup>th</sup>, 1975
  - [History.com Article](#)
- Bill Gates and Paul Allen founded Microsoft

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- April 4<sup>th</sup>, 1975
- [History.com Article - Microsoft Founded](#)
- [Timeline of Microsoft's Journey](#)
- Frank Robinson became the first full-time Black manager in AL/NL history
  - April 8<sup>th</sup>, 1975
  - [Baseball Hall of Fame Article](#)
- Lee Elder became the first black golfer to play in the Masters Tournament
  - April 10<sup>th</sup>, 1975
  - [History.com Article](#)
- U.S. Embassy in Cambodia Evacuated
  - April 12<sup>th</sup>, 1975
  - [History.com Article](#)
- Cambodia falls to Khmer Rouge
  - April 17<sup>th</sup>, 1975
  - [History.com Article](#)
  - [USHMM Website](#)
  - [Youtube Video About Event](#)
  - [Photos](#)
- The Vietnam War ends
  - April 30<sup>th</sup>, 1975
  - [History of Vietnam War](#)
  - [The Fall of Saigon](#)
- The Cambodian Khmer Rouge navy seized the American cargo ship SS Mayaguez and its crew of 39
  - May 12<sup>th</sup>, 1975
  - [Article About Event](#)
- New York City's Chinatown shuts down to protest police brutality
  - May 19<sup>th</sup>, 1975
  - [History.com Article](#)
  - [New York Times Article](#)
- The Suez Canal reopened after being closed for 8 years due to the 1967 war between Egypt and Israel
  - June 5<sup>th</sup>, 1975
  - [History.com Article - Suez Canal](#)
  - [New York Times Article from 1975](#)
- The movie "Jaws" was released in theaters



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- o June 20<sup>th</sup>, 1975
- o [History.com Article](#)
- Arthur Ashe becomes the first black man to win a Wimbledon singles title, defeating Jimmy Connors
  - o July 5<sup>th</sup>, 1975
  - o [History.com Article](#)
- Apollo-Soyuz was the first crewed international space mission
  - o July 1975
  - o [Apollo-Soyuz Test Project](#)
- Viking 1 launched to Mars
  - o August 20<sup>th</sup>, 1975
  - o [NASA Article](#)
  - o [History.com Article](#)
- Gerald Ford survives first and second assassination attempt
  - o September 5<sup>th</sup>, 1975 & September 22<sup>nd</sup>, 1975
  - o [History.com Article 5th](#)
  - o [History.com Article 22nd](#)
- Sergeant Leonard Matlovich makes history when he came out as gay, challenging the ban on homosexuals in the U.S. military
  - o September 8<sup>th</sup>, 1975
  - o [BBC Article](#)
- Saturday Night Live debuts live from Studio 8H in New York City's Rockefeller Center
  - o October 11<sup>th</sup>, 1975
  - o [History.com Article](#)
  - o [NBC Article + Photos](#)
- Trials begin in Amityville Murders
  - o October 14<sup>th</sup>, 1975
  - o [History.com Article](#)
  - o [A&E Article](#)
  - o [Amityville Murders Archive](#)
- The Edmund Fitzgerald is lost with her entire crew of 29 men on Lake Superior
  - o November 10<sup>th</sup>, 1975
  - o [Shipwreck Museum Article + Photos](#)
- Indonesia invades East Timor
  - o December 7<sup>th</sup>, 1975

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- o [History.com Article](#)

Year 1980:

## **Popular Things In 1980:**

- Popular Movies:
  - o “The Empire Strikes Back”, “9 to 5”, “Airplane!”, & “The Blue Lagoon”
- Popular TV Shows:
  - o “Dallas”, “The Dukes of Hazzard”, “The Love Boat” & “Alice”
- Popular Music:
  - o “Rock With You” by Micheal Jackson, “Crazy Little Thing Called Love” by Queen, “It's Still Rock and Roll to Me” by Billy Joel, & “Upside Down” by Diana Ross
- Popular Books:
  - o “Congo” by Micheal Crichton, “Ender’s Game” by Orson Scott Card, & “Firestarter” by Stephen King

## **Fun Facts About 1980:**

- The minimum wage was \$3.10
- Post-It Notes were accidently invented
- Pac-Man was launched

## **1980 Timeline:**

- U.S.-Russia detente ends
  - o January 2<sup>nd</sup>, 1980
  - o [History.com Article](#)
- Sherry Lansing named first female studio production head
  - o January 2<sup>nd</sup>, 1980
  - o [Cinemablend Article + Photos](#)
  - o [History.com Article](#)
- The Sugarhill Gang’s “Rapper’s Delight” becomes hip-hop’s first Top 40 hit
  - o January 5<sup>th</sup>, 1980
  - o [History.com Article](#)
- President Carter calls for Olympics to be moved from Moscow
  - o [Biography Article](#)
  - o [History.com Article](#)
- Soviet dissident Andrei Sakharov arrested in Moscow
  - o January 22<sup>nd</sup>, 1980
  - o [APS Article](#)

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- o [History.com Article](#)
- Paul McCartney is released from a Tokyo jail and deported from Japan
  - o January 25<sup>th</sup>, 1980
  - o [PMA Magazine Article + Photos](#)
  - o [History.com Article](#)
- U.S. Olympic Committee votes against Moscow games
  - o January 26<sup>th</sup>, 1980
  - o [History.com Article](#)
- ABSCAM (an FBI operation to uncover political corruption in the government) operation is revealed
  - o February 2<sup>nd</sup>, 1980
  - o [FBI Article](#)
  - o [History.com Article](#)
- U.S. hockey team beats the Soviets in the “Miracle on Ice”
  - o February 22<sup>nd</sup>, 1980
  - o [History.com Article](#)
  - o [ESPN Article](#)
  - o [History.com Article Pt.2](#)
- Eric Heiden speed skates into Olympic history
  - o February 23<sup>rd</sup>, 1980
  - o [AP News Article + Photos](#)
  - o [History.com Article](#)
- “I Will Survive” wins the first, and last, Grammy ever awarded for Best Disco Recording
  - o February 27<sup>th</sup>, 1980
  - o [History.com Article](#)
- Buddy Holly’s glasses, lost since his death in 1959, are found in Mason City, Iowa
  - o February 27<sup>th</sup>, 1980
  - o [History.com Article](#)
- President Carter announces Olympic boycott
  - o March 21<sup>st</sup>, 1980
  - o [U.S. Department of State Archive Article](#)
  - o [History.com Article](#)
- Fidel Castro announces Mariel Boatlift, allowing Cubans to emigrate to U.S.
  - o April 20<sup>th</sup>, 1980
  - o [History.com Article](#)

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- [History.com Article Pt.2](#)
- Rosie Ruiz fakes Boston Marathon win
  - April 21<sup>st</sup>, 1980
  - [Time Article + Photos](#)
  - [History.com Article](#)
- Iran hostage rescue mission ends in disaster
  - April 24<sup>th</sup>, 1980
  - [ASOMF Article + Photos](#)
  - [History.com Article](#)
- Plane crashes on Canary Islands, killing 146
  - April 25<sup>th</sup>, 1980
  - [Medium Article + Photos](#)
  - [History.com Article](#)
- Mothers Against Drunk Driving (MADD) founder's daughter is killed by drunk driver
  - May 3<sup>rd</sup>, 1980
  - [History.com Article](#)
- Government approves \$1.5 billion loan for Chrysler
  - May 10<sup>th</sup>, 1980
  - [NPR Article](#)
  - [History.com Article](#)
- Basketball great Magic Johnson plays center as a rookie, wins championship
  - May 16<sup>th</sup>, 1980
  - [Lakers Nation Article + Photo](#)
  - [History.com Article](#)
- Mount St. Helens erupts
  - May 18<sup>th</sup>, 1980
  - [USGS Article + Photos](#)
  - [History.com Article](#)
- CNN launches
  - June 1<sup>st</sup>, 1980
  - [Forbes Article](#)
  - [History.com Article](#)
- Nelson Mandela's first major political statement from prison is published
  - June 10<sup>th</sup>, 1980
  - [History.com Article](#)
- Carol Bundy confesses her connection to the "Sunset Slayer"

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- o August 11<sup>th</sup>, 1980
- o [Oxygen Article + Photos](#)
- o [History.com Article](#)
- People for the Ethical Treatment of Animals (PETA) is founded
  - o August 21<sup>st</sup>, 1980
  - o [PETA About Page](#)
  - o [History.com Article](#)
- Polish government signs accord with Gdansk shipyard workers
  - o August 31<sup>st</sup>, 1980
  - o [The Guardian Article + Photos](#)
  - o [History.com Article](#)
- Iran-Iraq War begins
  - o September 22<sup>nd</sup>, 1980
  - o [History.com Article + Photos](#)
  - o [History.com Article Pt.2](#)
- “Midtown Stabber” kills his first victim
  - o September 22<sup>nd</sup>, 1980
  - o [History.com Article](#)
- AC/DC earn their first Top 40 hit with “You Shook Me All Night Long”
  - o October 25<sup>th</sup>, 1980
  - o [History.com Article](#)
- Serial killer couple Charlene Williams and Gerald Gallego apprehended
  - o November 17<sup>th</sup>, 1980
  - o [Murderpedia Article](#)
  - o [History.com Article](#)
- John Lennon shot
  - o December 8<sup>th</sup>, 1980
  - o [People Magazine Article + Photos](#)
  - o [History.com Article](#)
- Da Vinci notebook sells for over \$5M
  - o December 12<sup>th</sup>, 1980
  - o [History.com Article](#)

To view all dates of interest from 1975-1980 Go To-> [1Book Resources Doc](#)

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## Resources

### [Documentation Center of Cambodia](#)

The Documentation Center of Cambodia (DC-Cam) was founded and constituted in 1995 after the U.S. Congress passed the Cambodian Genocide Justice Act in April 1994, which was signed into law by President Clinton. The Royal Government of Cambodia also formally supported DC-Cam. DC-Cam has received numerous accolades and awards for its work in support of memory and justice for victims of the Cambodian genocide.

### [Veterans International Cambodia](#)

To support persons with disabilities in Cambodia.

### [Cambodia Genocide Program](#)

Working to learn, study, and preserve as much as possible during the genocide time period through Yale University's Genocide Studies Department.

### [Cambodian Buddhist of Colorado](#)

The purpose of the Cambodian Buddhist of Colorado is to preserve, educate, and share the Theravada Buddhist religion, along with its core principles, as well as other cultural activities to all those who are interested regardless of age, gender, religion, or ethnicity.

### [Spirit of Cambodia Cultural Alliance](#)

Comprising of The Spirit of Cambodia Dragon Boat Team and The Cambodian Dance Troupe. It is the mission to ensure that the next generation of the Cambodian community in Colorado would be able to learn from and to continue the traditions of the generations before.

### [Cambodia Living Arts](#)

CLA's mission is to be a catalyst in a vibrant arts sector, inspiring new generations. Founded in 1998 by musician, genocide survivor and human rights activist Arn CHORN-POND, by 2012, CLA was supporting 27 classes across nine provinces, reaching 1,000 students and covering 12 art forms.

### [Cambodian League for the Promotion and Defense of Human Rights](#)

The Cambodian League for the Promotion and Defense of Human Rights (LICADHO) works closely with grassroots communities, human rights defenders and activists to monitor, document and investigate human rights abuses in Cambodia. A Cambodian non-governmental organization, LICADHO has been at the forefront of efforts to protect civil, political, economic

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and social rights in Cambodia, and to promote respect for these rights by the Cambodian government and institutions.

### Authors of the Teaching & Learning Guide

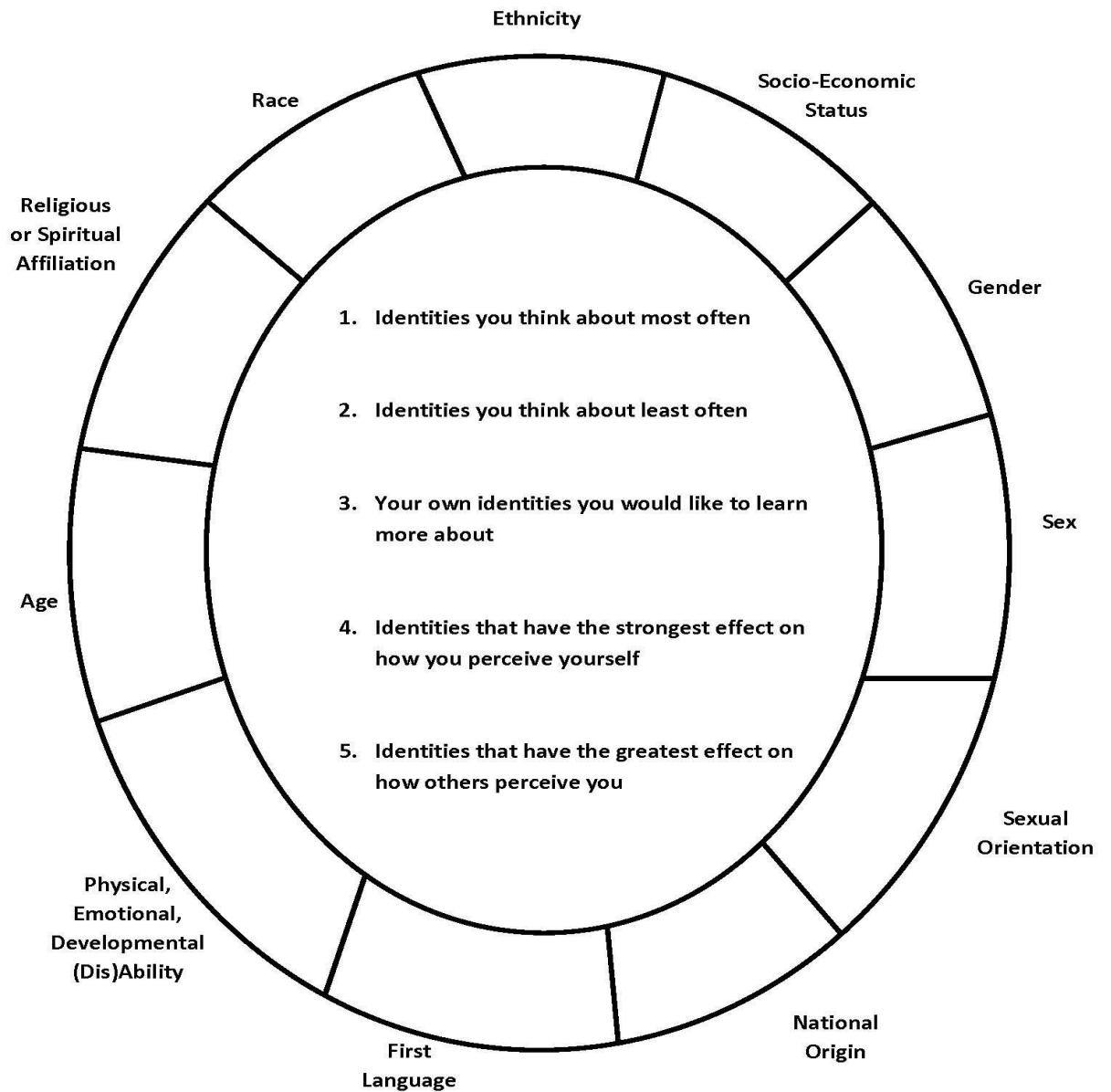
**Cheyenne Calderón** (she/her) is the Graduate Assistant of the Undergraduate Studies department. Although her main job focus is on implementing/managing the community and civic engagement platform, Collaboratory, within the university, she is also a 1Book committee member. Cheyenne completed her bachelor's degree at MSU Denver, and has returned as a graduate student with an expected graduation date in 2025. She is majoring in Clinical Behavioral Health with a concentration in Addiction Counseling, allowing her to work towards a dual licensure of an LPC (Licensed Professional Counselor) and an LAC (Licensed Addiction Counselor). She is a 2023 Supplemental NBCC Minority Fellow and a National Mental Health Workforce Acceleration Collaborative Pre-Master's Fellow. She is especially interested in grief and trauma work with BIPOC clients. She hopes to continue to focus on research of grief and trauma within marginalized populations.



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## Social and Identity Wheel Activity

*Social Identity Wheel*



Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan.

Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (<http://sites.lsa.umich.edu/inclusive-teaching/>).

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## Social Identity Groups

Social identity groups are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed and frequently ascribed by others. For example, racial groupings are often ascribed as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity group or simply ascribe one to an individual based on visual perception. Other social identities are personally claimed but not often announced or easily visually ascribed such as sexual orientation, religion, or disability status.

For the purpose of this self-examination, please identify the memberships you claim or those ascribed to you. Below are examples of social identity groupings. Because issues of social identity often are the basis of much social conflict, it is reasonable to expect that even the terms we use to describe them may cause disagreement. Feel free to use your own preferred terms for the material below.

### Examples

**(Feel free to use your own language for your identities.)**

**Gender:** Woman, Man, Transgender, Post-Gender

**Sex:** Intersex, Female, Male

**Race:** Asian Pacific Islander, Native American, Latin@, Black, White, Bi/Multiracial

**Ethnicity:** Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, European-American

**Sexual Orientation:** Lesbian, Gay, Bisexual, Pan-Attractional, Heterosexual, Queer, Attractionality, Questioning

**Religion/Spirituality:** Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Faith/Meaning, Atheist, Secular Humanist

**Social Class:** Poor, Working Class, Lower-Middle Class, Upper-Middle Class, Owing Class, Ruling Class

**Age:** Child, Young Adult, Middle-Age Adult, Senior

**(Dis)Ability:** People with disabilities (cognitive, physical, emotional, etc.), Temporarily able-bodied, Temporarily disabled

**Nation(s) of Origin and/or Citizenship:** United States, Nigeria, Korea, Turkey,

**Tribal or Indigenous Affiliation:** Argentina Mohawk, Aboriginal, Navajo, Santal

**Body Size/ Type:** Fat, Person of Size, Thin, Athletic

**Marginalized Group:** social identity groups that are disenfranchised and exploited

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**Privileged Group:** Social identity groups that hold unearned privileged in society

**The Program on Intergroup Relations, University of Michigan**