



Unit Title: Asia History

Enduring Understanding: Differentiate between the various aspects in 20th Century Asian History

Standards to Address in Unit:

Social Studies:

SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.

- a. Describe how nationalism led to independence in India and Vietnam.
- b. Describe the impact of Mohandas Gandhi’s belief in non-violent protest.
- c. Explain the role of the United States in the rebuilding of Japan after WWII.
- d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
- e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.

TAG:

Creative Thinking and Problem Solving

- 2. The student designs, applies, evaluates, and adapts a variety of innovative strategies to when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution).
- 3. The student incorporates brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products.

Common Core

L6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

L6-8RST7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

ASSESSMENTS:

Diagnostic:

Social Studies CheckPoints

Formative:

**Student response to EQs
Charts and worksheets**

Summative:

Student presentations

Essential Questions:

- Hypothesize the interaction between nationalism and independence in India and Vietnam.
- Evaluate the role of self-determination in Indian Independence.
- Debate the positive and negatives of Gandhi using Non-Violent Protest.
- Connect Gandhi’s use of Non-violent protest with Nelson Mandela and MLK.
- Debate the positives and negatives of Indian Independence.
- Evaluate does the Cold War have Hot Zones in Asia? How does the “Domino Affect” play into the Cold War?
- Analyze the North Korea and South Korea split using the ideological battle of communism and democracy.
- Synthesize the Marshall Plan and the role of the USA in Post WWII Japan.

- ☑ Cite evidence for the USAs continued presence in Japan.
- ☑ Create a relationship between the rise of Mao Zedong, Ho Chi Ming and Kim Il-sung and the Domino Theory?
- ☑ Connect the Great Leap Forward, the Cultural Revolution, and Tiananmen Square Massacre together.
- ☑ Debate the positives and negatives of Communism in China including the Great Leap Forward, the Cultural Revolution, and the Four Modernization.
- ☑ Compare and contrast the Green Revolution in India to the Four Modernizations in China evaluating the positive and negative elements.
- ☑ Infer what the USA meant when they referred to the “containment of Communism.”

Vocabulary: MacArthur , Domino-Theory, Vietnam, India, Decolonization, Cold-War, Gandhi, Independence, Nonviolent-Protest, Religious-Conflict , WWII, Japan, China, South-Korea, North-Korea, Constitutional-Monarchy, Democracy, Marshall-Plan, Communism, Mao-Zedong, Four-Modernizations, Great Leap Forward, Cultural Revolution, Ideology, Ho-Chi-Ming, Kim-Il-sung, Containment, Tiananmen Square Massacre

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Objective	Differentiate between the various aspects in 20th Century Asian History	Differentiate between the various aspects in 20th Century Asian History	Differentiate between the various aspects in 20th Century Asian History	Differentiate between the various aspects in 20th Century Asian History	Differentiate between the various aspects in 20th Century Asian History
Warm-up Getting students ready to learn	☺Turn in Asian Culture Study Guide ☺Pass out Wordle and find one word that you can describe	☺Review of essential questions ☺Review rules of Brianstorming	☺Review of essential questions	☺Review of essential questions	☺Students get ready to present topics to other students
Lesson Releasing students to do the work	☺Introduce Asian History Through a powerpoint with Notes provide and images. Students will read powerpoint slides as instructor explains topics. Formative questions will be asked throughout lesson.	☺Explain “Creative Problem Solving” and pass out steps 1 & 2 with Higher Level Source Readings ☺Students work to untied the “Mess” and instructor facilitates the lesson	☺Explain the Steps 3-4 and step 5 final product Students work in small pre-assigned groups or individually based on their preference. Groups are made with student work habits and data taken into consideration.	☺ Students continue to work on solving the “Mess” of problems in Asian History. Student work on presenting their choice of Asian History topics.	☺Students present their choice of problems and solutions in Asian History
Wrap-up Helping	☺Review of essential questions	☺Review of essential questions	☺Review of essential questions	☺Review of essential questions	☺ Concluding class discussion and pass out Asian History Study Guide
Homework	Asia Packet Due Tuesday	Finish for Homework	Finish steps 3-4 for homework	Prepare for presentation Friday	Asian History Study Guide

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Differentiation</p>	<p>Formative Questions asked to all students. Questions leveled passed on prior knowledge of students</p>	<p>☺Students work in small pre-assigned groups or individually based on their preference. Groups are made with student work habits and data taken into consideration.</p> <p>☺Students needs are addressed by the small group needs.</p>	<p>☺Students work in small pre-assigned groups or individually based on their preference. Groups are made with student work habits and data taken into consideration.</p> <p>☺Students needs are addressed by the small group needs.</p> <p>☺Students pick area to present and are allowed much freedom in how to present</p>	<p>☺Students work in small pre-assigned groups or individually based on their preference. Groups are made with student work habits and data taken into consideration.</p> <p>☺Students needs are addressed by the small group needs.</p> <p>☺Students pick area to present and are allowed much freedom in how to present</p>	<p>☺Presentations are for and by students.</p> <p>☺Students work in small pre-assigned groups or individually based on their preference. Groups are made with student work habits and data taken into consideration.</p> <p>☺Students needs are addressed by the small group needs.</p> <p>☺Students pick area to present and are allowed much freedom in how to present</p>
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