

Overview of Teacher Implementation Plan

Due: January 1, 2015

Date: January 1, 2015

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School: Norwin High School

Unit Title: World Cultures- China (From the Age of Exploration through Modern Times)

Unit Abstract: China has made a major impact on the world throughout history. From the inventions and goods that came from the country during the Age of Exploration to the goods that are now made in an industrialized China, its impact is felt worldwide. In this unit, students will be covering China's extensive history very briefly while focusing on major events that made a major impact. Students will cover the geography of China, review the major dynasties from the Age of Exploration, discuss Confucianism and how the belief system had an impact on China's economy, and review the Opium Wars, the Taiping Rebellion and the Boxer Rebellion. Students will also be reading about Communism, the Cultural Revolution, and important facts regarding the country today including GDP, Population and Religious Beliefs. Students will correspondingly look at material regarding China's One Child Policy and how it has changed since its inception. Lastly, students will be looking over population movement in China and how the rise of industrialization has had a major impact on the geography of China. Primary sources along with newspaper and magazine articles will play a key role in how students will receive information over the course of the unit.

Content Standards Targeted/End of Cluster Benchmarks:

8.4. W.A.-Evaluate the role groups and individuals played in the **social, political, cultural, and economic** development throughout world history.

8.4. W.B.-Evaluate the importance of historical **documents, artifacts,** and sites which are critical to world history.

8.4. W.C.-Evaluate how continuity and change have impacted the world today.

- **Belief systems** and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organization

CC.8.5.9-10.A. -Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B. -Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.D. -Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.G. -Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CC.8.5.9-10.H. -Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.J. -By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

CC.8.6.9-10.A. -Write arguments focused on *discipline-specific content*.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

CC.8.6.9-10.C. -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.E. -Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.8.6.9-10.H. -Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.9-10.I. -Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

7.3.9.A. Explain the human characteristics of places and regions by their population characteristics.

- Spatial distribution, size, density and demographic characteristics of population at the state and National level
- Demographic structure of a population (e.g., life expectancy, fertility rate, mortality rate, infant mortality rate, population growth rate, the demographic transition model)
- Effects of different types and patterns of human movement Mobility (e.g., travel for business)
- Migration (e.g., rural to urban, short term vs. long term, critical distance)

Content Area(s): Cultures of the World

Targeted Grades: 10th Grade

How Will This Unit Be Integrated into Your Curriculum:

Currently, China receives about a week to a week and a half of my school year. This year, I plan to increase that to two weeks or more in order to cover the information regarding the history of China while including major events and ideas that will be beneficial when it comes to understanding how other countries work and how relations with China have evolved over the years.

Time of Implementation (how and when will the unit be implemented):

Cultures of the World is a yearlong course. China is an area that I usually cover during the Third nine weeks since there is an emphasis on how imperialism helped shaped different countries over the world. However, it usually depends on how long I spend on each area.

Big Idea: Students will understand that

During China's long history it has gone through major changes. By looking at the long forgotten dynasties to the age of imperialism to Mao and the communist regime, students will begin to have a better understanding of China not only as a country but as a culture as well.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):

- 1. How did the Ming and Qing empires begin in China?**
- 2. What lasting legacies did the Ming and Qing dynasties have for China?**
- 3. How does the Geography of China have an effect on its economy?**
- 4. What were some of the major effects of imperialism on China?**
- 5. What were the Opium Wars and what long term effects did the wars have on China?**
- 6. How did the Boxer Rebellion showcase Chinese nationalism?**
- 7. How does Communism differ from a Monarchy or a Democratic form of government?**
- 8. How did the Cultural Revolution make an impact on the people of China?**
- 9. How did the Great Leap Forward fail for the Chinese people?**
- 10. How has population migration made changes for China?**

**Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):
[these can be outlined here in this file, and the full lesson plans included as separate documents]**

Lesson 1: Students will be given a small quiz to see what they remember regarding China and the Age of Exploration. This will be to help assess what the students remember about the Ming and Qing Dynasties and how China was affected by European Explorers. Also, Students should recall the story of Zheng He and his explorations that reached far beyond China. For homework, students will be given a reading entitled ***The Four Dragons***. This is mythology for the people of China that showcases a story regarding creation. I want the students to pull some major ideas out of the reading including doing something for others or thinking about others before thinking about yourself. This will tie in with Lesson 2.

Lesson 2: The lesson will begin with asking the students what they took away from the reading. The students should have gained some knowledge regarding doing for others. This links into Confucianism. The students will then get a reading regarding Confucianism and will answer questions the material. This should take them to the end of class. Students should be prepared to answer questions tomorrow regarding Confucianism and then link that to what they already know regarding China.

Lesson 3 and 4: Students will be using their books (Chapter 12 Section 1) to look over information and complete a reading guide. This chapter in the book focuses on multiple events that occurred in China including the Boxer Rebellion and the Opium Wars. As a class we will discuss how the British used Opium as a device against the Chinese and discuss if there is still an Opium War going on in the world today. If time permits, the students will watch a small documentary regarding the Opium Wars and write a reflective paragraph on what they saw. The video clip is only four minutes long but provides the students with some visualization when it comes to the Opium Wars.

Lesson 5: Students will be given a reading regarding the Cultural Revolution. Students should work in teams of two or three to read. The reading is from [Spice- iis-db.stanford.edu/docs/115/CRintro.pdf](https://spice-iis-db.stanford.edu/docs/115/CRintro.pdf) Students should outline key events that occurred and be prepared to go over them in the next class period. Students will be given a chart to fill in in order to make sure they are getting correct information and understanding the material.

Lesson 6: Class will begin with the students getting out their charts and readings from the day before. As a class we will go through the main events from the Cultural Revolution and have a small amount of time set aside to discuss the material. For homework, students will be given a reading guide to complete that goes with their book. Chapter 17 Section 1 which focuses on this time period in China. Students should make sure they pay attention to the section on Mao and be prepared to discuss Communism,

Lesson 7: Class will begin with students turning in their homework. Afterward, students will be watching a documentary on Mao entitled *Mao Declassified*. While watching the documentary students will be given questions that will be answered while watching. This will take up the entire class period and maybe the first few minutes of the next class as well.

Lesson 8: Students will be taking notes on China today. Students will follow along with the Power Point presentation and take notes regarding GDP, population and major imports and exports. This will help the students better understand how China is operating today. The presentation will take up the entire class period. During the presentation the students will also listen to the Chinese national anthem and listen to Mandarin Chinese. For homework, students will be given a reading regarding the one child policy in China and how it has changed over the years.

Lesson 9: Class will begin with students being asked questions regarding the one child policy and what they think about it. Students will be reminded of the population of China as well as how the population in China is divided up by age and sex. Students will be asked the following questions regarding the policy: Do they think it was necessary? Why did they decide to change it? After discussing the One Child Policy in China students will be then be given a map of China to complete for homework. The map will be fairly basic and will have major waterways and cities on it. This will link into the final lessons of the unit.

Lesson 10: Students will turn in their maps for homework. Afterward, students will be asked about the population of China and industrialization. Students will be reminded that China just recently went through their industrial revolution and they are currently the leader in the world in terms of industrialization and exporting. Students will be given a small exert to read regarding factory life in China. Students will be asked to think about how they would feel if they left home at the age of 15 to live in a totally different world to earn money?

Lesson 11: Culminating Lesson/Activity (the final lesson/activity that ties all lessons together):
The final lessons(s) will be watching the documentary 10,000 shovels and using everything that they have learned over the past few weeks to participate in an activity and come up with answers regarding the evolution of China from more of an agricultural society to a booming industrial society that is capable of making everything from shoes to iPhones. Students will be asked to answer questions regarding the video.

Lesson 12: Students will be given a study guide for their upcoming exam. Students will be given the entire class period to work on it and ask questions.

Lesson 13: Exam Day- Students will have the entire class period to complete their exam, on China.

Assessment: What evidence of learning will you accept?

Students will be completing reading guides, video guides, a webquest and writing reflective paragraphs regarding the work throughout the unit. At the end of the unit, the students will be given a formal exam that will test their knowledge on what they have learned.

Resources Needed (list specific resources):

Books

Quiz to determine what the students recall

The Four Dragons

Reading Guides (Chapter 12 Section 1 and Chapter 17 Section 2)

Reading on Confucianism (Short reading done in this class)

Opium in China : <http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/opium-in-china>

Reflective Paragraph Assignment

Cultural Revolution Reading and Chart - iis-db.stanford.edu/docs/115/CRintro.pdf

Mao Declassified- You tube: https://www.youtube.com/watch?v=ATOEI_IM1vk

Mao Declassified Questions

China Power Point Presentation

One Child Policy Reading

Map of China with Directions

Life in a Chinese Factory Reading

10,000 Shovels DVD

Reflection questions regarding 10,000 Shovels

Study Guide

Exam and Adapted Exam