

Teacher Implementation Plan
Due: June 1, 2011

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Date: 6/1/2011

School: Trinity High School

Unit Title: An Introduction to East Asia: Politics, Religion, and Culture

Unit Abstract: These lessons will be used in my classroom as enrichment seminars for my gifted students and other students who are interested in Asia as well as for those students who are participating in Model UN. We will focus on the political issues, worldviews presented in the main religions, and several cultural aspects of China, Korea, and Japan.

Content Standards Targeted/End of Cluster Benchmarks: State Standards for History:

8.1 Historical Analysis and Skills Development

8.1.12.A—Evaluate chronological thinking

8.1.12.B—Synthesize and evaluate historical sources

8.1.12.C—Evaluate historical interpretation of events

8.1.9.A—Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500

8.1.9.B—Analyze historical documents, material artifacts and historic sites important to world history before 1500

8.1.9.C—Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organizations, transportation and roles of women before 1500

8.1.9.D—Analyze how conflict and cooperation among social groups and organizations impacted world history through 1500 in Africa, Americas, Asia and Europe

8.4.12.A—Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450

8.4.12.B—Evaluate historical documents, material artifacts and historic sites important to world history since 1450

8.4.12.C—Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, social organization, transportation and roles of women since 1450

8.4.12.D—Evaluate how conflict and cooperation among social groups, organizations impacted world history from 1450 to Present in Africa, Americas, Asia, and Europe

Content Area(s): World History and Religions, specifically in East Asia

Targeted Grades: 9-12

How Will This Unit Be Integrated into Your Curriculum: I will add this unit to other seminars that I use currently in order to expand students' understanding of issues faced in East Asia today. These seminars are both used for enrichment and as preparation for participation in Model UN simulations.

Time of Implementation (how and when will the unit be implemented): The unit will be implemented during the 2011-2012 school year through a series of seminars and after-school sessions.

Big Idea: Students will understand that the history, religions, and cultures of the East Asian countries affect the current issues facing these countries and their interactions with the rest of the world.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline): What are the basic tenets of Buddhism, Confucianism, Shinto, and Daoism? How do these religions impact the worldviews of people in East Asia? What is the history of the Korean peninsula? What might be the future of that divided country? How does the culture of a given country affect its relationships with other countries?

Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas):

1. Major religions of East Asia
2. History of the Korean peninsula
3. Cultural issues in modern China and Japan

Culminating Lesson/Activity (the final lesson/activity that ties all lessons together):

Participation in a Model UN representing one of the following countries: North Korea, South Korea, China, or Japan

Assessment: What evidence of learning will you accept? Participation in seminar discussions, writing as evidence of research (including position papers for Model UN), and active participation in a Model UN simulation

Resources:

Articles:

Democracy in Japan: Why Should Americans Care? (Education About Asia 16 [1], pp 36-39

Jufei's Story (Social Education 74 [1], pp37-41: an interview with a Chinese man who experienced the Cultural Revolution

Panda-Huggers and Dragon-Slayers: How to View Modern China (Social Education 74 [1], pp 9-11): this article includes a list of additional books and websites

Books:

East Asia: A Cultural, Social, and Political History (2009): a textbook by Ebrey, Walthall, and Palais

Lost Names: Scenes from a Korean Boyhood, 40th Anniversary Ed (2011): a novel by Richard E. Kim

Snow Flower and the Secret Fan (2009): a novel by Lisa See

Wild Grass: Three Portraits of Change in Modern China (2005), by Ian Johnson

Curriculum Units:

Inter-Korean Relations: Rivalry, Reconciliation, Reunification, SPICE

Religion in Japan and a Look at Cultural Transmission, SPICE

DVDs:

Kokoyakyu: High School Baseball, Kenneth Eng, Projectile Arts

Please Vote for Me (a documentary about a democratic election in a Chinese elementary school), Weijun Chen, First Run Features

State of Mind (a documentary about North Korea), Kino International

Wild China, BBC Warner

Web Sites:

[www.indiana.edu/~p374/Analects_of_Confucius_\(Eno-2010\).pdf](http://www.indiana.edu/~p374/Analects_of_Confucius_(Eno-2010).pdf)--an online teaching translation

An explanation of how the seminar helped you develop the plan: The NCTA seminar on East Asia introduced me to most of the topics that I want to cover in this plan. The resources that I was introduced to have encouraged me to develop materials that I can use in my classroom seminars and in preparation sessions for Model UN.

NOTE: we may upload your implementation plan as an “Uploaded Contribution” to the University of Pittsburgh NCTA online portal, so that it may be shared with other teachers. Please let us know below whether you agree (or not) to this.

 X I agree to have my implementation plan (or portions thereof) uploaded to the NCTA online portal.

 No, please do not make my implementation plan available on the NCTA online portal.

Discussion 1: Major Religions of East Asia

Pre-Discussion Assignment: Students will select one of the religions listed below, research the history and basic beliefs of that particular religion in East Asia, and find the location(s) where it is still practiced today. Students may also choose to read *Snow Flower and the Secret Fan* by Lisa See for a look at how Confucianism affected the lives of Chinese women in the 19th century or a translation of *The Analects of Confucius*.

Daoism, Confucianism, Buddhism, Shinto, and Christianity

Introduction:

Set forth the rules for discussion including:

1. All will participate.
2. Differing viewpoints will be respected.
3. Students will identify when what they are saying is based on their research as opposed to when they are giving an opinion.
4. Student-to-student questions are encouraged.

Questions for Discussion:

1. What are the basic tenets of the religion you researched?
2. What were aspects of the religion that you found to be most interesting or that surprised you?
3. How does this particular religious worldview affect the society/culture of the country where it is practiced?

All follow-up questions to these three questions will depend on student responses.

Assessment:

1. Classroom participation
2. Reflective paper about the role of religion in modern East Asia.

Discussion 2: History of the Korean Peninsula

Pre-Discussion Assignment: Students will research a period of Korean history: early history to 935, Koryo Korea (935-1392), Choson Korea (1392-1800), 19th Century Korea, Korea during its modernization and colonial rule (1896-1945), Korea from the end of WWII to the present, or they may choose to read *Lost Names: Scenes from a Korean Boyhood* by Richard E. Kim.

Questions for Discussion:

1. What was an event that was particularly significant during the time period that you researched?
2. Are the effects of that event still seen in Korea today? If yes, in what ways?

Movie: *State of Mind*

1. What did you learn about North Korea while watching this movie?
2. In your opinion how should the U.S. respond to North Korea today?
3. What do you see as the future of the two Koreas?

All follow-up questions to these two sets of questions will depend on student responses.

Assessment: Position paper for Model UN, including historical information from student's research

Discussion 3: Cultural Issues in China and Japan

Pre-Discussion Movies: *Please Vote for Me* and/or *Kokoyakyu: High School Baseball*

Questions for Discussion:

1. What cultural issues did you detect in the film?
2. How do the cultural norms in this film compare or contrast with cultural norms in our country?
3. Did you see evidence of the influence of a particular religious belief in the film?

All follow-up questions to these three questions will depend on student responses.

Assessment: Position paper for Model UN, including cultural and religious issues found in student's research

Culminating Activity: Representation of country from East Asia in a Model UN simulation followed by dinner in a Korean, Japanese, or Chinese restaurant or a movie night at school to view *Wild China*.