

Teacher Implementation Plan
Due: June 1, 2011

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Date: 5/19/11

School: Pine Richland HS

Name of Collaborators (if any):

Unit Title: World Civilizations, Preview Unit _____

Unit Abstract: This is a unit in which I do as a review or background material to the course of study. This unit covers important concepts, philosophies, religions, migrations, elements of trade and economies which contributed to the developments covered in the course itself. The course itself covers the time frame, 1492 (you can see the bias) to the present. However, I find that students know little about the history of the world before that. If they studies it at all, it is usually the ancient Egyptians. Therefore, I have produced a unit to start out the class that includes topics such as: slavery on the world c. 1000CE, trade networks c. 1000CE, world religions/philosophies Buddhism/Hinduism/Confucianism/Daoism/Shinto/Islam/Christianity/Judaism, the Jared Diamond thesis, invasions and migrations. These are not in chronological order here but, I present them as such.

Content Standards Targeted/End of Cluster Benchmarks: Impact of key figures in world history, movements in world history, continuity and change, global interaction, diversity, geography and history

Content Area(s): World History/Civilizations: Social Studies

Targeted Grades: 10th

How Will This Unit Be Integrated into Your Curriculum:

As a preview/review unit (explained above) in philosophies important to later developments in history

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

Lesson #1 will take 2 class days and again, is part of a larger 4 week unit. Lesson #2 will take 2 days as well. Lesson #3 will take 1 day.

Big Idea: Students will understand that key figures and ideas can influence many peoples from diverse backgrounds, religious beliefs/philosophies are on-going and a part of all civilizations, religious ideas and philosophies can unite groups as well as cause conflicts across distances, ideas can be absorbed through migrations and invasions, and religions/philosophies have relevance today.

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

1. What are the reasons behind the popularity of Buddhism?
2. What religious and moral ideas helped to shape the histories of India and China?
3. How did these ideas unify many people?
4. In what ways did Confucius offer a contrast to Buddhist ideas?
5. How was Confucianism essential to the rising and centralized Chinese state?
6. In what ways did the Mongols absorb Buddhism and Confucianism?
7. Why were the Mongols tolerant of existing culture?

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

Comparing Hinduism and Buddhism
Key tenets of Hinduism and Buddhism
The geography of Hinduism and Buddhism
Understanding Confucius
Applying Confucius
Connecting the acceptance of Confucianism and the rising Chinese state
Mongol Invasions in China and the absorption of Chinese philosophies

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

World mapping lesson where students mark the spread of religions, new ideas, and Mongol influence especially along trade routes. Have had students play with the Tangrams and practice Chinese letters, as well.

Assessment: What evidence of learning will you accept?

Discussions, written products, maps, illustrations, graphic organizers, projects (products designed to Differentiate abilities while measuring understanding through the use of essential questions).

Resources Needed (please list specific resources):

Textbook World History, world atlas, readings from seminar, active studio summarization organizers
Readings and materials from the Seminar used in this unit:

- SPICE Digest "Introduction to Buddhism"

- Buddha's Sermon in the Deer Park
- Ebrey Textbook-information from chapter 4
- Handout 1 Introduction to Confucius, Confucianism, and The Analects
- Tangrams (from presentation in NCTA class)
- Yin and Yang symbol
- "The Lost Horse", a Chinese folktale by Liu An (re-printed from Chinese Fairy Tales)
- Selections from The Analects (Educations About Asia); "Understanding and Applying The Analects" (McDevitt)
- Ebrey Text Connections across Eurasia, Mongol Influence for background

An explanation of how the seminar helped you develop the plan:

This overall unit already existed in my World History course. However, the Seminar helped me by providing interesting materials and Lesson plans as well as an academic base through the text and lectures so that I could "fill in" the lessons in a better way. The readings on Confucius and The Analects were a wonderful exercise when I first tried them out with class. The Seminar also helped create directions for me to go with the textbook (Connections to Today). Textbooks are notoriously neutral and in some ways, boring for students. The material, insights, and readings from class helped me to develop ancillary lessons to augment to text. It also increased my understanding of the ways in which these people, events, etc. influence the current state of the world. I could then pass on these insights to the classes. Finally, the Seminar helped me to develop better or more useful frameworks for materials which I already had, for example the impact of ideas on society over time or the Mongol-Chinese convergence.

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.

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.