

Overview of Teacher Implementation Plan 2014

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Unit Title: The Ming Empire

Unit Abstract: In 1433 the European world was 59 years away from harnessing the technological advancements necessary for large scale maritime sailing. In Ming China however, not only did they have the means, but they already dabbled in seafaring around the coast of India the east coast of Africa. Instead of praise and admiration for these voyages, Zheng He, the admiral of these ventures, watched his entire fleet of 317 vessels burned in 1433. Although these ventures were along established Arab and Chinese trade routes, were diplomatic and not commercial in nature, and were not for colonizing purposes, many historians are left to debate why these adventures abruptly ended in 1433. At the time, Chinese porcelain, silk and copper coins were heavily desired products throughout Europe. Along with China's technological advancements, China was on the cusp of becoming a superpower in the world. Instead, China turned towards isolationism and the pursuit of domestic tranquility. Why did China turn inward instead of pursuing economic superstardom?

Content Standards: CCR Anchor Standard 1: Read closely to determine what the text says explicitly and to make inferences from it, cite specific textual evidence when writing or speaking to support conclusion drawn from text.

CCR Anchor Standard 2: Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.

CCR Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyzes how specific word choices change meaning or tone.

CCR Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Content Area(s): Modern World History

Targeted Grades: 11

How Will This Unit Be Integrated into Your Curriculum: Currently, Ming China receives approximately <1 day of instruction in a typical Modern World History class. The material provided is presented in a way that acknowledges that Europeans gained a foothold in China during the Ming Empire via Christian converts and circumventing Ming attempts at isolationism.

However, through my unit plan, I intend to showcase Ming China's lack of interest in what the west had to offer and possibly a planned resistance to the age of exploration, choosing instead to focus on their own domestic policies.

Time of Implementation (how and when will the unit be implemented): Modern World History is a yearlong course, divided into six units. The second unit, How Does Trade and Travel Change the World, is offered in October, and deals with the time frame, 130—1550.

Big Idea: Students will understand that... During the 276 years reign of the Ming dynasty (1368-1644), China was the envy of the known world; however, cultural legacies, anti-commercialism and xenophobia pushed Ming China towards isolationism instead of expansion and mercantilism.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):
Why end the voyages of Zheng He?

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 Background Information

Students will analyze the history of the Ming Empire via a background essay for their history lab. Students will answer the questions provided after the background essay in the history lab.

Watch YouTube video on the voyages of Zheng He and complete video note sheet located in the history lab packet.

<http://www.youtube.com/watch?v=UPxUZOUUMLI>

Lesson 2 (2 days)—Document Analysis

Close Reading and Sourcing of various documents and analysis of artifacts provided by the teacher

Students will analyze 15 Documents dealing with attitudes in China regarding and especially about the voyages of Zheng He. Each document argues a different reason for either continuing or ending the voyages.

Students will answer a series of questions pertaining to each document. Lesson 3 (1 day)
---Bucketing, Thrash-It-Out, Rebucketing

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Students will group their findings from the previous two classes into groups following SPRITE (Social, Politics, Intellectual, Technological, and Economic). By doing this, students are making inferences as to why and for what reasons the voyages of Zheng He ended.

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

Students will serve a piece of Responsibility pie. This is the culminating piece of the history lab in which students must justify why they made the choices they did. Their choices must be supported by data from the documents. Three slices will be served.

Assessment: What evidence of learning will you accept?

-Lesson 1 and 2--Graphic Organizer for Ming Dynasty Contributions from You-Tube video and answered questions from the background essay

Lesson 2—Document Analysis sheet for documents

Lesson 3—Nothing to be turned-in for grading this day

Lesson 4—Responsibility Pie worksheet turned in for a grade

Resources Needed (please list titles of books, films, curriculum units, and website addresses):

You Tube video on the Voyages of Zheng He,

<http://www.youtube.com/watch?v=UPxUZOUUMLI>

History Lab Documents, # 1-15 with Document Analysis sheets

Graphic Organizer for the Ming dynasty