12 East Asia

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 2**
Length: **2-3 weeks**
Status: **Published**

Standards

6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
6.2.12.EconGE.1.a	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.
6.2.12.CivicsHR.4.a	Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.HistoryCC.4.d	Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.
6.2.12.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
6.2.12.EconET.5.b	Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
6.2.12.HistoryCC.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
6.2.12.HistoryCC.5.c	Cite evidence describing the role of boundary disputes and limited natural resources as

	sources of conflict.
6.2.12.HistoryCC.5.d	Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.EconGE.6.c	Relate the rise of the Internet and social media to global economy.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

Enduring Understanding

1. Power can easily lead to corruption.

2. Propaganda is a manipulative tool.

3. Citizens have the potential to make inroads into helping people gain a better life.

4. When cultures collide, there is often violence and revolution.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. How do governments, societies & individuals resolve conflicts?

2. What makes a powerful leader?
3. How do dictators emerge?
4. How can propaganda be used as a tool of control?

5. What is the role of a citizen within his/her community?

6. How has China's history changed over time?

7. How does the development and history of China, Japan, and Korea compare and contrast?

Knowledge and Skills

The worldview in the Chinese philosophies and religions (The Three Schools of Thought) impacted the political and cultural lives of East Asian

The dynastic cycle influenced Chinese governmental policies

Those policies impacted China's role internationally

The policy of isolationism eventually led to China's conquering by international forces

The Chinese attitudes toward outsiders during the Qing dynasty caused a downfall, (examining the causes and effects of the Opium War, explaining the impact of 3 major rebellions on the terrain, economy, and lives of the people of China, evaluating the effects of extraterritoriality and spheres of influence on China, and analyzing the impact of various leaders in East Asia like Ci Xi, Sun Yatsen & Chiang Kaishek)

Mao was able to rise to power through discussion of the tenants of Communism, the state of domestic affairs under Chiang, and the impact of Japan's invasion and the "Rape of Nanjing" on the ability of Chiang & the Nationalists to effectively rule.

Analyze whether or not Japan created a genocide in Nanjing during WWII

Analyze human rights violations committed by Japanese against Chinese in WWII

Determine the strengths and weaknesses of the Republic of China & People's Republic of China as well as the leaders' strengths and weaknesses. SWBAT Compare the beliefs of the nationalists and the communists

Judge the styles & effectiveness of propaganda in impacting the ways people think & feel about moral & social issues.

Judge Mao as a positive or negative force on the country of China.

Formulate an opinion on what it must be like to live under a totalitarian regime.

Evaluate how scientific, technology, & medical advances have impacted the quality of life in various EA countries

Analyze the effects of Tiananmen Square and the fight for free speech/ analyze the role of government in reform & role of active citizenship in reform.

Evaluate why civil disobedience was effective in India but not in China. Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

Determine solutions for the impact of climate change and water shortages in Beijing.

Understand the history of Korea and how it led to the division of the country.

Evaluate & compare/contrast the success of Kim Jong Il, Kim Il Sung & Mao in creating Cults of personality.

Critically analyze the gov'ts of Korea & China in their attempts to cut off the citizens from the internet, cable, news, and mass technology

Use simulations (i.e. Model United Nations, Sheg, Brown's Choices) to look at current economic decisions, foreign policy, and national security.

Rank Japan's historic and modern policies into the categories of imitation, isolation, imperialism, and industrialization & analyze their impacts on her success in the world. SWBAT evaluate Japan's decision to move from heavy industry to high tech industry and her role in the global economy

Determine how events in South Asia have influenced the treatment of Asian-Americans.

Transfer Goals

Students will be able to independently use their learning to decide the advantages and disadvantages of totalitarian rule vs. republicanism.

Students will independently use their learning of the countries in East Asia to become aware and to celebrate cultural values different from their own.

Resources

Textbook: Global Mosaic

Supplemental Readings and Sources:

New Visions

Newsela

UpFront Scholastic

Background Information: Chinese Dynasties (Discovering China)

Chinese Inventions (Teacher Created Materials, INC.)

Decline of the Qing (Glencoe World History, Chapter 22)

Communism in China

History: The Korean War

Korea: And then there were 2 (Times Past)

Supplemental Videos:

Tiananmen Square Clips

http://www.youtube.com/watch?v=TDKVEprC948&feature=related

http://www.youtube.com/watch?v=UzFmw3A3Rok&feature=related

http://www.youtube.com/watch?v=40bI6wzCTck

http://www.metacafe.com/watch/554863/massacre_in_beijings_tiananmen_square/

Warner Bros: The Last Samurai

National Geographic: Inside North Korea

Amazon Original: One Child Nation

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

News publications, including but not limited to NYTimes, Washington Post.

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0