Unit Plan: East Asia

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Education 352
Professor Schilling
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Textbook and Course Information

NAME OF COURSE/GRADE LEVEL: 7th grade Social Studies

DESCRIPTION OF COURSE: The goal of 7th grade social studies is to connect the geography, history, and culture of the world in a way that makes sense to middle school students. Over the course they will learn about prehistoric peoples and ancient civilizations, and then go on to focus on the Americas, Europe, Africa, and Asia/Australia.

NAME OF CHAPTER/UNIT: East Asia

DESCRIPTION OF CHAPTER/UNIT: This unit will discuss Eastern Asia’s culture and recent history (20th and 21st centuries). We will also focus on contemporary history in these areas, focusing on economic and governmental issues.

TITLE OF TEXTBOOK: World Studies: Asia and the Pacific

NAME OF AUTHOR/EDITOR: Kate Kinsella
Kevin Feldman

NAME OF PUBLISHING COMPANY: Prentice Hall

COPYRIGHT DATE: 2008

READING LEVEL OF TEXTBOOK: 7th grade reading level
Reading Philosophy

Standards

**Social Studies 7.1.6** The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) - 1600 A.D. (C.E.). Explain the importance of early trade routes in the eastern Mediterranean, South Asia and China, including the early Silk Road.

**Social Studies 7.1.12** Exploration, Conquest and Post-Colonial States: 1500 to the Present. Describe worldwide voyages of exploration and discovery.

**Social Studies 7.1.19** Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

**Social Studies 7.2.2** Foundations of Government: Identify and compare historical and contemporary governments in Japan, North Korea, India, South Africa, and China.

**Social Studies 7.2.3** Functions of Government: Using a variety of information resources, describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or have protected citizens and their civil and human rights.

**Social Studies 7.4.1** Give examples of trade between countries in Africa, Asia and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living.
Importance

This unit is particularly important because it is the first chapter on culture and history in Eastern Asia that the students will experience. They have been taught the geography of the area but now is when they learn about the people and their interactions. Most of these students probably do not know how old a culture East Asia is and they probably don’t know the important roles this area has played in history, such as powerhouse economies and some of the last existing communist regimes. This is an opportunity not only to introduce brand new information but also to maybe change preexisting ideas. A lot of my students will come into class with preset opinions about Communism or the Vietnam War, or even Asian people in general. It is crucial that new ideas and opinions are introduced to them.
Philosophy

Reading is integral no matter the subject, but I think it plays a particularly tricky role in middle school classrooms. Middle school students don’t like to read. It is definitely not cool. And if they were forced to read, it wouldn’t be “Asia and the Pacific” that they would reach for.

Reading is always important, but perhaps at this age level what is more important than reading content is finding a way to help students enjoy reading. If I can help one student find joy in reading then I will consider myself a success. They do not understand how important it is in the future and there is no way to make them understand that, but what I can do is help them cultivate a love for it and hope that down the road they will see how crucial it is. It is also important that I teach them how to read a history text. They need to understand where maps and glossaries are, and they need to understand the way chapters are split up. It is also important for them to recognize the theme of a section or chapter and all it takes is someone to point that out to them.

I was always a reader. People were constantly telling me that it would be so beneficial in college. “There is so much reading! You’re going to be so happy you like to read when you’re assigned 200 pages!” They were right and wrong. A love for reading doesn’t make me any more excited to read 200 pages of political science than anyone else, but it did prepare me for note taking and listening, for paper writing and picking out crucial parts of lectures. There is so much that it will help students with and so I plan on making reading top priority in my class.
1. When planning their economies, all countries ask these three basic questions: What will be produced? How will it be produced? For whom will it be produced? For the countries of East Asia, the answers to these questions depend largely on factors surrounding these two things: natural resources and land use.

Natural resources are materials found in nature. These include fertile land, minerals, water and forests. Natural resources can be used to produce all sorts of goods, from cars to sweatshirts. Land use is linked to natural resources. To improve their economies, governments have to decide how to use the land.- (pg. 20)

Syllables: 151
Sentences: 6.7

2. Differences among various groups of people have led to conflict in Southwest Asia. As you have read, Judaism has ancient roots in Palestine. Over many years, a few Jews continued to live in Palestine. But most has been forced in ancient times to migrate to other parts of the world. In late 1800s, Jews from around the world began to return to their homeland. This alarmed the Arabs who lived there for hundreds of years, they had claimed Palestine as their homeland, too.
Before and during World War II, Nazi Germany killed more than six million Jews in Europe solely. (pg. 108)

Syllables: 145
Sentences: 7.8

3. Farming is the mainstay of Central Asian economies. During the soviet era, large cotton farms produced huge amounts of cotton for export. Cotton farming is still important in the region- especially around the Ferghana Valley- but other types of farming have also increased. Production of grains, fruits, vegetables, and livestock has grown in recent years.

Some farms in Central Asia are large, like the cotton farms of Uzbekistan, but most are small. For most small farmers, life is a struggle. It is difficult to grow enough food or earn enough money to provide a decent living.

Sharbat Gula’s life is- (pg. 212)

Syllables: 155
Sentences: 7.3

Approx 8th grade reading level
Fry Readability Test Justification

I think that the Fry Readability Test is a very helpful tool in the classroom. However, I think it is slightly deceiving when used with history textbooks. There are two problems within this specific subject. One issue is how it takes into count years. “1787” is a full seven syllables, but it is not something that is difficult for a 7th grader to read, perhaps cumbersome, but not difficult. I made sure to use passages with very few dates in them so I was able to mostly avoid this problem. However, I did fall into another issue. Locations eat up a lot of syllables, but unlike other words, the number of syllables they have does not directly correspond to the difficulty of the word or even the importance of it. I used the Fry Readability Test in one of my lessons and it was very helpful and I felt very accurate. In this instance however, I am not so sure. The book is a very easy read, even for 7th grade, and I do not think that it fits an 8th grade reading level. After spending a lot of time with the book I was very surprised to see the result. I had expected to see something closer to 6th grade.
Annotated List of Trade Books for Social Studies

Revolution is Not a Dinner Party.


*Revolution is Not a Dinner Party* is the second book on my list about the Cultural Revolution in China. One reason for this is that it is an incredibly important and incredibly confusing part of Chinese history. Another however, is that the first book is told through poetry and that is not a particularly powerful vehicle for learning for all students. This is another story about a young girl living in the Cultural Revolution. Her parents are well educated and have high places in society. My goal in the classroom is to use both of these books together. It would be very interesting to assign one to one half of the class and the other book to the other half and watch them compare and contrast the two. It would help bring clearer understanding of this period to everyone.

Cracker! The Best Dog in Vietnam.


*Cracker!* tells the story of an American fighting in the Vietnam War from both his and his dog’s perspectives. Although the book offers no background on the War, I plan to use it to supplement the material they will learn in class. By the time they pick up this book they should already know the causes and issues involved in the Vietnam War. In addition, the way I plan on
presenting the conflict of the Vietnam War in class will be from a primarily Vietnamese perspective, not an American one. This book will give the students a chance to look at it from a perspective they might be able to relate with a little bit better. However, as I said before, they will read this book after I have presented the topic to the class. It is important to me that they do not address the conflict from an American view as they are learning the material. This book also has a male tint to it, which I hope will draw some of my male students to read it. The action and suspense of war might just cause them to accidentally learn!

KAZUNOMIYA: PRISONER OF HEAVEN, JAPAN 1858


Kazunomiya is a lovely book that really brings to life the color and richness of Japanese culture. In the book, a young princess (Kazunomiya) is faced with the idea of being divine and some of the earliest interactions with the western world all while dealing with her own betrothal. Although the book has a decidedly feminine and romantic tinge, it still speaks very eloquently of a society that had little interaction with the world and foreshadows the encounter with Commodore Matthew Perry. I do not expect many of my male students to dive into this book but my hope is that the girls will bring to class discussions the new perspectives and insights they receive from reading it.
**Portrait of Asia**


*Portrait of Asia* offers a fantastic view into Asia through beautiful black and white photography. The book is filled with pictures taken by a US Naval soldier traveling throughout Asia. A celebrated photographer, Mkemo has divided his book into People and Places. This will offer my students an opportunity to see two sides of modern Asia and will be a huge help in the classroom. A book of photography helps bring a new dimension to a lesson in history. Students can finally see what they are learning about and a book is so much better than a picture on a PowerPoint. Books can be picked up during free time and looked at privately, giving students a chance to pour over a picture and criticize it, rather than flashed up for 30 seconds on a screen. It also gives an opportunity for assignments, such as critically analyzing a picture in the book.

**Little Green: Growing Up during the Chinese Cultural Revolution**


*Little Green* is the story of a young girl living just after the Cultural Revolution in China. She lives with her grandparents and tells the story of her life through beautiful poetry. I really like the way she explains her story because it gives students who are talented in verse an opportunity to excel and read something they really understand. In addition, this gives an interesting look
into the aftermath of the Cultural Revolution, something that is just an important as the revolution itself! I think it will serve as a wonderful supplementary material for students who are very interested in this time. I also believe it would go well with another book I have, “Revolution is not a Dinner Party”.

Trade Books

I know that in the world of history historical fiction is not always considered reputable or even respected. However, I know that when I was a student, it was those historical fiction books that brought me into the scene. I could finally see what a piece of history meant and what it felt like to be there! I could read their thoughts and see their actions and it was fantastic. Books, fiction and otherwise, bring a new dimension of reality to history. I made sure that I had an assortment of books on this list so that every student can find a way to relate to the material. Whether that be with pictures, memoirs, poems, fiction, or historical fiction! Reading a text is not enough for anyone, no matter how intelligent you are. All a textbook will teach you is what happened and that is just not enough. If you want to carry that little piece of history with you forever, read a book about it.
Lesson Plan by: Char Glassley

Lesson: Introduction to Culture of Eastern Asia

Length: 47 minutes

Age Intended: 7th grade

Academic Standards:

Social Studies 7.3.7 Physical Systems: Give examples and describe the formation of important river deltas, mountains and bodies of water in Africa, Asia and the Southwest Pacific.

Performance Objectives: The students will use their knowledge of the physical systems of Eastern Asia to complete a quiz with 100% accuracy.

Assessment:

The students will take a quiz to make sure that they have retained crucial information. At the end of class we will have a discussion about Confucius and his teachings. This will be a brand new introduction into the class and brief so the only assessment required here is that 100% of the students participate in the conversation.
Advanced Preparation by Teacher:

- Create map puzzle
- Write geography quiz
- Pick Confucius quotes

Procedure

**Intro/Motivation:** Welcome to class students! Today we will be having a quick review over our last chapter on Eastern Asia’s geography and also a little map contest. The winner of which will receive 1 extra credit point on today’s quiz.

**Step-by-Step Plan:**

1. Ask students to clear off their desks, except for a pencil, scissors, and folder. They are to cut out the countries on the handout.

2. When everyone is done they are to start labeling and putting together their countries on their own. When the first one finishes everyone will cover their desks with their folders and I will check the map. If they are correct they will win, if not the folders get taken up and the process starts again until someone does it correctly.

   (Gardner: Visual)

3. We will then go around the room and each student must say one thing they learned or found interesting from the previous chapter on geography.

4. I will then pass out the quizzes and give them 15 minutes at the most to complete them. (Gardner: Intrapersonal)
5. I will go over the answers in class while they correct with a red pen and then hand them in.

6. In the last 15 minutes of class I will read three quotes from Confucius to introduce our section on culture in East Asia. We will discuss as a class what we think he means. And I will explain some of his contributions to Asia. (Gardner: Interpersonal)

   “Be not ashamed of mistakes and thus make them crimes.”

   “Before you embark on a journey of revenge, dig two graves.”

   “To be able under all circumstances to practice five things constitutes perfect virtue; these five things are gravity, generosity of soul, sincerity, earnestness and kindness.”

   - What do you think about how these quotes were written? (Bloom’s: Synthesis) Do you like them? (Bloom’s Evaluation)

   - What is a simpler way of saying each of these? (Bloom’s: Application)

   - Has anyone heard of Confucius before? (Bloom’s: Knowledge)

**Closure:** After we have discussed a little bit about Confucius and I have explained a bit about his past I will remind the children to read the first section of Chapter 4 for our next class. I will then ask them to please look up one Confucius quote of their own and bring their favorite in for class.
Self Reflection:

Did the students enjoy the puzzle? Was it too easy?

How did time go? Was there enough time to do everything?

What would I change should I do this lesson again in the future?

Confucius quotes from:  http://www.quotationspage.com/quotes/Confucius/
East Asia: Physical Geography

Review Quiz

1. What six countries does the book consider part of “East Asia”?
   - Mongolia
   - South Korea
   - Japan
   - China
   - North Korea
   - Taiwan

2. Draw a “Plateau”.

3. A collision between Asia and a large piece of continent caused the formation of the Himalayan Mountains and the Plateau of Tibet.

4. Which country has the largest population in the world? **China**

5. Monsoons are winds that change direction with the change of the season.

6. Typhoons are violent storms that develop over the Pacific Ocean.
7. How did the Huang (yellow) River get its name?
   It is turned yellow by the brownish-yellowish loess that is blown into it by desert winds.

8. T or F North Korea is a developed country.

9. What is “aquaculture”?
   It is fish farming.

10. What are two crops that are grown popularly in East Asia?
    Rice
    Bamboo
Lesson Plan by: Char Glassley

Lesson: Historic Traditions of East Asia (Vocabulary Lesson)

Length: 47 minutes

Age Intended: 7th grade

Academic Standards:


Performance Objectives: The students will answer the questions on the PowerPoint with 90% accuracy.

Assessment:   While I am doing my PowerPoint I will be asking the students questions that test their knowledge and understanding of the material. I will be asking each student a question that I feel is suitable for him or her. They will be graded on how well they answer. This is only worth 3 points.
Advanced Preparation by Teacher:

1. Procure origami paper for class
2. Prepare PowerPoint
3. Prepare vocabulary worksheets

Procedure

Intro/Motivation: Welcome class! Today we will be taking some notes. However, as a reward for listening and full participation we will also be having a fun art project!

Step-by-Step Plan:

1. PowerPoint > An outline of the PowerPoint is included. The students will be expected to take notes while I lecture and ask questions. Sentences or questions written in italics will be parts that the students will not see on the PowerPoint, those are notes for myself to include in the lecture or questions that I will ask the students. Bloom’s is included on the outline. (*Linguistic Intelligence*)

2. During “Thinking Time” in the PowerPoint each student will write down his or her own answers individually. (*Interpersonal Intelligence*) Those willing to share their answers will do so.

3. After the PowerPoint they will all make Origami boats at their desks. The book uses that Origami as an example of an ancient Asian art. They will then write the Confucius quotes they were asked to bring to class on the side of the boat to signify the ideas passing between Asia and the rest of the world. (*Visual-Spatial Intelligence*)
a. The students will be turning in their boats purely for participation points at the end of the class.

4. I will pass out their vocabulary work sheet and they will spend the remainder of the time working on it with their pre-assigned groups. *Intrapersonal Intelligence* We will go over the first one in class. At the end of the period the paper will be put in their folders to finish on another day. They will be turned in the day before the test for 20 points.

**Closure:** Tomorrow we will be covering the people and cultures of East Asia. I want everyone to read Section 2 of Chapter 4 for our next class. Also please think about how communism made China different from the U.S. We will have a discussion on it next class and *everyone will participate*.

**Self Reflection:**

Was the origami too difficult for them?

Did the PowerPoint take too long?

Did they understand the questions I asked?

*PowerPoint images obtained through Google Image Search Engine*
<table>
<thead>
<tr>
<th>WORD</th>
<th>+</th>
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<th>-</th>
<th>Example</th>
<th>Definition</th>
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<td>Emperor</td>
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<td>Dynasty</td>
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<td>Clan</td>
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<td>Cultural Diffusion</td>
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<td>Dialect</td>
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<td>Nomad</td>
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<td>Homogeneous</td>
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<td>Ethnic Group</td>
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LESSON PLAN by: Char Glassley

Lesson: Historic Traditions Cont. (Modified for ADHD/Read-Aloud Activity)

Length: 47 min

Age or Grade Intended: 7th grade Social Studies

Academic Standards:
Social Studies 7.1.10 Major Civilizations, States and Empires: 300 - 1650. Describe the development of political institutions, agriculture and environment, technology, the arts, and commerce of various dynasties in China. (Core Standard)

Performance Objectives:
The students will use their knowledge of the art of the Chinese Zodiac to answer the questions I ask after reading the article with 100% accuracy.

Assessment:
After the article I will be asking the students questions. I will be picking the students randomly with the seating chart so as to ascertain a rough estimate of whether they soaked in the information or not.

Advanced Preparation by Teacher:
Procure book
Print off article
Get fortune cookies
Get long pieces of paper
Prepare group lists
Procedure:

Intro/Motivation: Class, there is an article at the front of the room. I want each of you to pick it up and read it at your desk. Make sure to underline all words that you do not know! After that is done I have a little surprise for you!

Step-By-Step Plan

1. After the students have read the article on their own (Gardner: Intrapersonal) we will read it together as a class, with volunteers reading a paragraph at a time. I will stop the reader to discuss the definitions of some words as this article is actually at a 9th grade reading level (according to Fry Readability Test). The students will be allowed to chime in with any words they feel need defining.
   a. Enhanced
   b. Associated
   c. Self awareness
   d. Destiny
   e. Astrology
   f. Components
   g. Embedded

2. The students will be asked questions to gauge their understanding of the reading. The students will be chosen at random from the seating chart. The article is to be put under their desk for this. Some questions will be pulled from the book as well. Students will be encouraged to write down the question and their answer before answering.
   a. In the article a legend is mentioned about how the animals were picked. Do you guys have any ideas what it might be? (Bloom: Comprehension) Have any of you heard the story before?
   b. What is Ying and Yang? (Bloom: Knowledge)
   c. How many years are in their astrological cycle? (Bloom: Knowledge)
   d. How is it similar to western astrology? (Bloom: Application)
   e. What are four of the animals listed in the cycle? (Bloom: Knowledge)
   f. How many animals are there altogether? (Bloom: Knowledge)
g. What countries might this have spread to? (Bloom: Application)

3. After we have read and discussed the article I will invite the students to sit in a circle on the floor. Any students that want to take their shoes off will be allowed to do so. I will explain that taking your shoes off in someone’s home is a sign of respect in China. I will also pass out fortune cookies, just for fun! They can bring paper and a pencil if they want.

4. Once we are in the circle I will dim the lights and turn on the projector. I will be reading a children’s book, *Cat and Rat* by Ed Young. The book is about the legend of the Chinese Zodiac. While I read, the projector will display the pages of the book so that the students can read along if they choose and so that they can see the illustrations. (Gardner: Linguistic) As I go along I will ask questions about the book. Students will be encouraged to write down the question and their answer before answering.
   a. Why do you think the Chinese chose these animals? Why not a giraffe? (Bloom: Analysis)
   b. Are the things they are doing in the book similar to the personalities we expect of these animals? (Bloom: Analysis)
   c. Do you think what the rat did was ok? (Bloom: Synthesis)
   d. Have you heard a story like this before? (Bloom: Application)
   e. How is it similar to stories the Native Americans told? (Bloom: Comprehension)

5. After we are done reading the students will return to their seats and put their shoes back on! Any questions the students have will be answered.

6. I will put up on the projector the first pages of the book. These two pages contain a list of the animals, what years they represent, and a personality description. The students will find their animals (they will most likely all have the same one) and read their descriptions. They will be allowed to stand and talk to their neighbors for this section for 5 minutes. (Gardner: Interpersonal)

7. For the last 10 minutes of class they will be split into reassigned groups of 4. After forming their groups I will pass out the rubric for the project I assign. Each group is to make their own zodiac system with 12 animals on it they feel are common to America.
They can be real or imagined. They will be given a long piece of paper to draw them on and they need to write 3-5 words that describe people born under that animal and it must be colored. Their zodiac system can be based on 12 months or 12 years. The project will be due one week from the day it is assigned. (Gardner: Visual-Spatial and Interpersonal)

**Closure:** I know yesterday that I said we would be discussing communism in China but to fit in this book I decided to post pone that until tomorrow. So if you have already read Chap 4 Section 2 then great! If not, please read it for tomorrow. Also think about how communism makes China different from the United States.

**Adaptations/Modifications for students with ADHD:**
The project at the end is very hands on which students with ADHD will appreciate. I also made sure that students have time and an opportunity to write down questions and answers before answering anything out loud, that way they can organize their thoughts. Students also get to be up and about at many times during this lesson, which will be great to burn off a little excess energy! They will also get a chance to stand up and stretch after reading the article and the book. Finally, I will make sure to write all directions on the board as well as say them to the class.

**Self Reflection:**
How was time management?
Was the article just way too hard for the students to understand?
Was the book too childish for the students to enjoy?
## RUBRIC

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<th>2</th>
<th>3</th>
<th>4</th>
<th>Points</th>
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<tr>
<td><strong>Descriptions</strong></td>
<td>2 or fewer words are listed for some animals.</td>
<td>Only 3 words are listed for some animals.</td>
<td>Only 4 words are listed for some animals.</td>
<td>5 words are listed for every animal</td>
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<tr>
<td><strong>Grammar and Spelling</strong></td>
<td>5+ spelling or grammar mistakes</td>
<td>3-4 spelling or grammar mistakes</td>
<td>1-2 spelling or grammar mistakes</td>
<td>0 spelling or grammar mistakes</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Only pen or pencil. Very few drawings.</td>
<td>Just colored pencils or markers, a couple drawings.</td>
<td>Creative! Just colored pencils or markers are used. Some drawings.</td>
<td>Very creative! Markers, glitter, or colored pencils, etc are used. Lots of drawings.</td>
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</tr>
</tbody>
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**Total Points:** /16
LESSON PLAN by: Char Glassley

Lesson: Communism (Adapted for Gifted and Talented)

Length: 47 minutes

Age of Grade Intended: 7th grade

Academic Standards

Social Studies 7.1.19 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.

Performance Objectives

Students will understand the similarities and differences between communism and democracies by completing a Venn Diagram on the board with 100% participation.

Assessment

Through the creation of the Venn Diagram they will see the way these two forms of government differ and where their commonalities lie. We will be spending a lot of time on this in class because the book does not cover what communism is or how it operates. A Venn
Diagram will be a way for them to visualize the governments before we get into how communism applies to China and North Korea.

**Advanced Preparation by the Teacher:**

Create PowerPoint

Gather books, make sure they are numbered

**Procedure:**

**Introduction/Motivation:** Today their Zodiac Systems are due. They will be turned in immediately on the front desk. The board will say, “On a piece of paper write down as many wars as you can think of. They do not have to be wars that Americans fought in.” (Gardner’s: Intrapersonal)

**Step-by Step-Plan:**

1. After two minutes has passed the students will give some of their answers as I write them on the board. Then I will give all of the students 1 minute to put checks next to each war they listed or add ones I may have missed. The point of the exercise is that few if any students will list the Korean War or the Cultural Revolution.
   - I will explain that the Korean War is also called the forgotten war even though we had US soldiers there. I will explain that for the rest of the period we will be discussing what they were fighting about in these wars, communism.
“These two wars changed everything in their countries. They overthrew the old
governments and created communist ones. It even split Korea in two! Now what
do you all know about communism?” (Blooms: Knowledge)

2. I will take a couple answers and tell the class to think about this as we go on through the
PowerPoint. Questions I ask are in italics.

3. As we go through the PowerPoint I will at different occasions ask what are the
differences and similarities between communism and democracy. As I do this I will ask
them to write their answers in a Venn diagram drawn on the board. As we learn more
they can erase, change, or add. (Gardner’s: Visual) (Gardner’s: Interpersonal)

   “When you guys get to high school and college you are going to be so surprised,
because it is so much more complicated than this! I don’t even fully understand
all of it. But this is what you need to know now. In fact, this is still probably more
than many adults now!”

4. After the PowerPoint is over I will give the students two minutes to stretch and walk
around. (Gardner’s: Kinesthetic)

   They will also have a minute or two to copy the Venn Diagram into their notes.

5. After that I will tell them that we are going to start reading one of our trade books,

   Revolution is Not a Dinner Party. I will pass out all of the books and tell them that we
will spend the rest of the class time reading. I will remind them that this book will
culminate in a report where they will research what the aftermath of the Cultural
Revolution was. I will assign the first 15 pages for tomorrow.
As the other students are reading I will pull aside my high ability learners. They will be reading a different book and their papers will be on the cause of the Cultural Revolution, a much more difficult concept. They will be reading *Little Green: Growing Up During the Chinese Cultural Revolution*, a shorter but more difficult as the story is told through poetry.

**Closure:** In the last minutes before class is over I will remind them to read this evening. I will also remind them that during the next class we will start talking about China, Korea, and Japan in more depth.

**Adaptations/Modifications for Gifted and Talented:**

My Gifted and Talented students, like I said, will be reading a more difficult book and researching a more difficult concept. I will also be directing the more difficult levels of Bloom’s to them.

**Self-Reflection**

How was time management?

Did they seem to grasp the point of the PowerPoint or where the concepts still too difficult?

Did they like the way I broke down the PowerPoint or was that just more confusing?

Do the students seem excited about the book?
Adaptation Justification

The first adaptation I will focus on is the project introduced today. These students will be reading a slightly more difficult book. This book is also written in the form of poetry, which I think will help keep these students in particular interested and also challenged. Poetry is not easy for everyone but I think a high ability learner will have the mental resources available to him or her to really understand and get a lot out of this new presentation. When the book is over they will also be writing their paper over a slightly different topic. These students will be covering the causes and beginnings of the Cultural Revolution, rather than the effects of it. This is a very tricky area of history but I think these students will be able to understand it and maybe present it to the class in a way that will make sense to everyone.

In the next chapter we will be covering a more in depth account of Eastern Asia’s current status. When we get to this point, instead of the worksheets the rest of the class will be assigned, these students will be working on timelines of China, the Koreas, and Japan. These timelines will later be put on the walls of the classroom so the other students can benefit from them as well. I think that these students will be more prepared to sort through information and dates and really decide which have the most value and meaning. I think a lot of other students would become overwhelmed in the process although they will benefit from the end result.

In the next chapter the class will also be responsible for filling out the questions at the end of each section. There are two parts to these questions; there is a comprehension and critical
thinking part and a writing part. Most of the students ill only have to do the comprehension and critically thinking part but my gifted and talented students will be doing the writing portion only. They would be bored to tears answering questions about the vocabulary. The writing portion gives them a chance to flex their creativity and really think about the subject. It should not take them any more time than it will take the other students to do the first questions.

Of course there will be everyday things that I will continue to do. The upper level Bloom’s questions are often directed to these students. I also allow them to help other students when they are done with their own work, as they are inevitably always done first!
LESSON PLAN by: Char Glassley

Lesson: Vietnam (Write to Learn Activity)

Length: 47 minutes

Age of Grade Intended: 7th grade

Academic Standards

Social Studies 7.1.20 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Draw on visual, literary and musical sources to describe the development and transmission of culture over time.

Performance Objectives

Students will answer questions about an article that highlights remaining issues with Vietnam and the US with 100% participation.

Assessment

After we have read the article in class the students will be answering questions about it. These questions will be refined and discussed through partnered discussion and group discussion.
**Advanced Preparation by the Teacher:**

Create PowerPoint

Print copies of article and questions

**Intro/Motivation:** I know yesterday I said that we would be moving on to the next section today. But while reading the New York Times I noticed an article that I think will really bring some light to the way war can influence a nation. I need everyone to sit down and take out two different colored pencils.

**Step-by-Step Procedure**

1. After everyone is seated and I pass out the article, I will explain what we will be doing.

   “We will be reading an article about Vietnam today. As I read this aloud I want you to read it at your seat. You need to make sure that you highlight, underline, and annotate as we go along. After we are done reading you will have about 10-12 minutes to answer the questions that I will hand out to you. After that we will split into partners and do some activities.” The questions will also be on a PowerPoint slide. As they work I will go around and help anyone who needs help or is confused. *(Gardner’s: Intrapersonal)*

   a. “Keep in mind that you will be turning these in for participation points. There needs to be marks that show that you were reading along with me! Make sure you only use ONE COLOR for this!”
b. The students have been taught how to highlight, underline, and annotate in a previous lesson early on in the year. By no they are very familiar with the practice.

2. After we have read they will split into partners. They will allowed to choose their own partners, but only if everyone can get a partner in under one minute. If anyone is left without I will go ahead and split them up myself. *(Gardner’s: Interpersonal)*

3. Once they are split into their groups, they will be discussing their answers to the questions, comparing their thoughts. After that they can also discuss anything they marked in their notes or found interesting.
   a. During this time they will be expected to use their other colored pencil to mark their paper at least three new times.
   b. They will have about 10 minutes in their groups.

4. When the 10 minutes are up, I will have them switch one more time. This time they will get two minutes to walk about the room and stretch. *(Gardner’s: Kinesthetic)* They will partner up one last time with someone new. In this pairing they will have five minutes to discuss their answer and anything else.

5. When these five minutes are up, students will return to their seats.

6. The remainder of the class period we will discuss the article in greater detail. The hope is that it will spur on some debate and conversation. We will bring up what we have read in the book about Vietnam and their past with the United States.
   a. “How did the article make you feel?” *(Bloom’s: Synthesis)*
   b. “Do you think it’s weird that he wanted to go back?” *(Bloom’s: Synthesis)*
c. “How do many Asian cultures view ancestors?” (Bloom’s: Knowledge)

d. “From that belief, what would you guess they feel about their ancestral homelands?” (Bloom’s: Application)

These will not be the only questions asked of course! Articles and answers will be collected!

Closure: Class please read the next two chapters in your novels for the day after tomorrow!

Since you have already read the next section, reading your novel is your only homework!

Tomorrow we will be covering the section on China. I want you to think about things you have heard about China from your parents, the news, or just ideas you have yourself. Jot down a few of these words or phrases before you leave class. Turn them in to my desk as you leave!” (Gardner’s: Intrapersonal)

Modifications/Adaptations:

- All students will have a list of the questions. They will also be placed on the PowerPoint. This covers any students that have hearing or reading comprehension problems.

  - It’s also very helpful for ADHD or LD students.

- Gifted and talented students will be given an opportunity to look up a newspaper article about any other country and how war has affected it. They will only have to read it and write 5-10 sentences analyzing it.

- The opportunity to get up and stretch and move around will be helpful for everyone but particularly for ADHD students who have some extra energy to burn off!

-Emotional Disorders
- As we work in groups and in the classroom discussion we will talk about what kind of behavior and speech is appropriate and what is not.

- When they split into partners I will make sure that any students with emotional disorders are put with partners they can work and get along with.

- If these students for some reason do not finish their questions they will be allowed to take them home to work on.

**Self-Reflection**

- Did they understand the article? Was it too easy? Too hard?

- How did I do with timing?

- Did they have too much time in groups?

- Was the second grouping unnecessary?
November 10, 2009

U.S. Officer Revisits His Past in Vietnam

By SETH MYDANS

DA NANG, Vietnam — Cmdr. H. B. Le, the first Vietnamese-American to command a United States Navy destroyer, had just stepped ashore on a formal port call, making an emotional return to Vietnam for the first time since he fled as a young boy on a fishing boat at the end of the war in 1975.

A youthful and smiling man of 39, he bore on his shoulders the weight of the symbolism of cautiously warming military ties between Vietnam and the United States in the visit over the weekend.

But the symbolism became more nuanced when his welcoming ceremony was delayed by a dispute over a request to display the red Vietnamese flag with its gold star aboard the U.S.S. Blue Ridge, the flagship of the Seventh Fleet, which had just pulled into port.

Two hours later, this past Saturday, the flag was finally raised high on the yardarm, seemingly in accord with the Vietnamese demand and contrary to American naval custom.

The waiting generals began to smile again, the red carpet was rolled out and Commander Le was free to proceed with his return.

“Stepping ashore was awesome,” he said after landing from his destroyer, the U.S.S. Lassen, which was anchored in Da Nang Harbor. “To be able to return to Vietnam after 35 years and to be able to do it as commander of a United States naval warship was an incredible honor and a privilege.”

He was returning to a very different Vietnam from the one he fled at the age of 5 with his parents and three of his
siblings. Most people in this young nation, like Commander Le himself, have no memory of the war.

In the last decade or more, Vietnam has opened its economy, increased trade with the United States and risen from postwar poverty even as the Communist government maintains control of the news media and political expression.

The city of Da Nang today, with four new bridges, broad streets and an emerging high-rise skyline, is almost unrecognizable to those who were here during the war years.

Despite the changes, the flag-raising dispute and the background of Commander Le’s own story illustrated the complexities of a relationship that remains shadowed by the war, even as it moves tentatively forward.

“Gradual and steady,” said Carlyle B. Thayer, an expert on the Vietnamese armed forces at the Australian Defense Force Academy, describing the evolving relationship. “The Americans see a glacier moving, and they call it progress.”

He said Vietnam had been slow to accept American overtures for closer military ties, hoping to balance Chinese influence in the region with an American presence, but stepping carefully to avoid offending Beijing.

“The two considerations that govern the Vietnamese are worries about China and deep suspicion of the United States,” said Mr. Thayer, a specialist on Vietnam at the Australian Defense Force Academy in Canberra, Australia. “Suspicion is the underlying feature that puts a brake on progress.”

The Vietnamese generals who greeted Commander Le — whose full name is Hung Ba Le — might have reason for mixed feelings.

Commander Le’s father, Thong Ba Le, who is now 68, was a commander in the wartime South Vietnamese Navy and for a time held a senior position here in Da Nang. In 1975 he fled the Communist military when his base came under attack by rocket and mortar fire. The family spent two days at sea before being rescued by a United States
Navy vessel.

While he was able to take his wife and his four younger children when he fled, he was unable to rescue four older children, who were trapped in Hue, Commander Le said. Two of these sons spent several years in Communist re-education camps, he said.

Eight years later, the younger children were able to join the family in northern Virginia and the family became a model of the upward mobility achieved by some Vietnamese immigrants.

A standout scholar and athlete in high school, Commander Le graduated from the United States Naval Academy with a bachelor’s degree in economics in 1992 and was commissioned as a Navy officer. He is married with two children.

“I’m a lucky guy,” he said. “My dad got me out of the country. He did what he had to do. He gave us opportunities to have a good life in the United States.” Aboard the Vietnamese tug that brought Commander Le ashore was a man with quite a different set of memories: Chief Engineer Nguyen Van Ne, 50, said that as a child he had been terrified of American soldiers.

“They burned down my parents’ house,” he said. “They burned it down because they thought we were Communists.” But he said that those memories were in the past now, and that he would like to visit the United States “just to go and have a look.” He said that in the United States, people “get a good education and they get ahead, like Commander Le.”

Commander Le learned only a little of the Vietnamese language and very little about his father’s past or his family’s history.

And so his visit on Sunday to his home city of Hue, 50 miles north of Da Nang, meeting the aunts and uncles who are his only relatives in Vietnam, was a voyage of discovery of his roots.
“Something I recently learned was that my dad was not the first Vietnamese naval officer,” he said. “Back in imperial times, my great-great-great-great — four or five greats — grandfather served with the emperor. He was like an admiral.”

Commander Le prayed at the family’s ancestral shrines, visited their graves and learned of what he said were his family’s royal connections in the old imperial capital.

“I had noodle soup by the Perfume River, sitting on little plastic stools,” he said. “I definitely felt like a Vietnamese, just enjoying that food and the company of my family.”

Although he hardly mentioned the war to his children, Commander Le’s father has written accounts of his escape, bitter at what he calls the abandonment and failure of ideals of the withdrawing American military.

He has refused to return to Communist Vietnam, saying he fears for his safety, although it is unlikely that he would face difficulties. Though he is proud to be an American, he said in a telephone interview, he still honors the red and yellow flag of the former South Vietnam as a symbol of freedom and democracy. The dispute over the raising of the Vietnamese flag on the Blue Ridge was a small, but telling glimpse into the relations between the two militaries.

According to United States Navy custom, the flag of the host nation is to be displayed only on the quarterdeck, beside the American flag, said a public affairs officer, Cmdr. Jeff Davis of the United States 7th Fleet.

The Vietnamese custom is to fly their flag high at a level equivalent to that of the visiting nation, he said.

In previous port calls, the Navy has bent its traditions in honor of Vietnamese custom, Commander Davis said. But this time the Blue Ridge held firmly to American custom.

After two hours of difficult discussions, the senior Vietnamese military and civilian officials began to walk off the pier, abandoning the welcoming ceremony. At just that moment, their flag inched its way upward and began to
flutter side by side with the American flag.

“It’s beautiful,” a Vietnamese general said, looking up.

“Each country has its own customs.”

The next morning, though, reporters noticed that the Vietnamese flag was flying six inches lower than the Stars and Stripes.
LESSON PLAN by: Char Glassley

Lesson: 20th c. China (Autism)

Length: 47 minutes

Age of Grade Intended: 7th grade

Academic Standards

Social Studies 7.2.2 Foundations of Government: Identify and compare historical and contemporary governments in Japan, North Korea, India, South Africa and China.

Performance Objectives

Using their knowledge of China’s government under Mao and their government in modern times, students will create a Venn diagram comparing China in these two stages with 100% accuracy.

Assessment

After reviewing the chapter in class and watching a short movie, students will be paired up to create a Venn diagram. In this diagram they will be comparing what China was like under Mao Zedong and what China is like now. This diagram will help them to fully understand how types
of governments can switch back and forth, and how even under the same type of government there are different ways it can work.

**Advanced Preparation by the Teacher:**

- Prepare questions
- Find video, check length and vocabulary
- Create Venn diagram worksheet

**Intro/Motivation:** “In a previous class we talked about what communism is. I want to start class today with a little reminder!” This is intended to serve as a short review in the form of a discussion. This will be very informal, encouraging lots of participation. (Gardner’s: Interpersonal)

- What are some ways that communism is different from democracy? (Bloom’s: Application)
- Who has a lot of power over the economy under communism? (Bloom’s: Knowledge)
- What sometimes happens to human rights with communism? (Bloom’s: Comprehension)

**Step-by-Step Procedure**

1. I want everyone to take out their books and turn to page 148. We are going to look through the section together today. I am going to be asking lots of questions and I expect everyone to speak at least once. I will be marking it in my attendance book as we
go along. I also want us to sit in a circle so we can see each other clearly. Go ahead and move your desks quickly. (Gardner’s: Interpersonal) (Gardner’s: Kinesthetic)

a. Where is China? Who can show me on the map? (Bloom’s: Knowledge)

b. In 1949, who was in charge of the new communist government? (Bloom’s: Knowledge)

c. What does “Radical” mean? (Bloom’s Knowledge)

d. What was the goal of the Great Leap Forward? (Bloom’s: Knowledge)
   i. What actually happened? (Bloom’s: Knowledge)

e. What was the goal of the Cultural Revolution? (Bloom’s: Knowledge)
   i. What actually happened? (Bloom’s: Knowledge)

f. Who were the Red Guards? (Bloom’s: Knowledge)
   i. Why did the Red Guards do what they did? (Bloom’s: Synthesis)
   ii. Why might they have thought Mao was right? (Bloom’s: Evaluating)

2. We are going to take a little break here and watch a video. As we go through we will encounter some new vocabulary. When a word is very important to know I will stop the video and explain. You may sit wherever you feel most comfortable but you must get there in one minute, starting now!

http://www.youtube.com/watch?v=gaz8sVaK8s4 (Gardner’s: Visual/Spatial)

1. The video starts with the anthem of the Red Guard.
2. Nationalist - These are people against the Communist government. They might support capitalism or democracy.
3. Trivialize – make something less important
4. Rebels – in this video that means the Red Guard

5. Imperialism - One of the things the book does not really address is imperialism. What happened between America and England when this country began? England was practicing imperialism. Imperialism is when one country takes over another. For a long time almost all powerful countries did it, even the United States. But what is important to know now, is that for many centuries, western countries and even fellow Asian countries tried to take over parts of China. And a lot of this time this was done under the guise of spreading Christianity.

6. Officials of pre-revolutionary government – the people who were in charge before Mao. He was worried they might not follow the rules or might try to take over again.

7. Martyr – A person killed because of their beliefs

b. Someone show me Taiwan on the map.
   i. Is it bigger or smaller than main land China? (Bloom’s: Knowledge)

c. After the nationalists were defeated in 1949, where did they go? Why? (Bloom’s: Knowledge)

d. How and why did China go about fixing their relations with other countries? (Bloom’s: Analysis)

e. Who became the leader after Mao? (Bloom’s: Knowledge)
   i. How was he different?

f. How long is the contract between China and Hong Kong? What does it say?
i. What do you think will happen when 50 years is up? (Bloom’s: Evaluating)

3. I want everyone to count off by twos. If you are a one, I want you to pair up with the two sitting on your right. In your groups I want you too fill out a Venn diagram about China under Mao and after Mao. I will pass out the worksheet for you to fill out. You each need to fill one out. Do not just turn in one for the pair! (Gardner’s: Interpersonal)
   a. Pay attention to the directions. You are to fill in each section with at least five things!
   b. Any questions?
   c. These will be turned in before you leave! You have the rest of the class period to work!
   d. “Now I want everyone to pay attention to me. We are going to do one together. Who has an idea?” I will draw a diagram on the board and fill in one statement.

**Closure:** I need everyone to turn in his or her papers in to me before you leave. For tomorrow I want you to read the section on Japan and think about ways it differs from China!

**Modifications/Adaptations (Autism):**

- I will be doing the first part of the Venn diagram with the class; this modeling should be particularly helpful for autistic students.

- Allowing students to sit or stand where they want for the movie should appeal to autistic students.
- When the students are paired off I will make sure that my autistic student is placed with someone they like and can communicate with, and someone who is willing to help them with the diagram.

  - If the student can handle the group work I will make sure to go and restate the instructions for them personally.

- If the student has trouble with paired work then I will work with them or make sure a special ed teacher is there to do so.

- On that students work sheep I will have highlighted the instructions for them.

- I will make sure that this students physical surroundings fit their needs. For example, if they need a certain lighting or to be within a certain proximity of someone

**Self-Reflection**

Did they understand the movie?

Did they like going over the chapter together in a discussion setting?

How was I on time? Did I fill up the 47 minutes?

Could they handle sitting where they wanted for the movie?
China under Mao Zedong

- Violence
- Problems with trade
- Problems with other countries
- Taiwan recognized as China
- Commune farming

China after Mao Zedong

- Relative peace
- Recognized as China
- Great economy
- Less economic controls
- Globalization and better relations

You need to have at least five things listed in every section.

* This assignment is worth 10 pts. *
LESSON PLAN by: Char Glassley

Lesson: Japan (Write to Learn Activity and Intellectual Disability)

Length: 47 minutes

Age of Grade Intended: 7th grade

Academic Standards

Social Studies 7.1.24 Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research: Formulate historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people, places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific.

Performance Objectives

Students will use their knowledge of the history of Japan to answer four questions with 90% accuracy.

Assessment

After the students go through their stations I will assess the four questions they answered as a group.
**Advanced Preparation by the Teacher:**

Create questions
Create layout
Create worksheet for students

**Intro/Motivation:** Today we are going to be trying something a little different! You were all supposed to read the section on Japan for today and to go over the material we will be working in groups to answer questions. Some of these are in the book and some on them will have to be found online. Some of them are serious and some of them just fun.

**Step-by-Step Procedure**

1. The students will be split into 4 groups of 6 students each.

2. The room will be split into four different stages where they will learn about Japan. These stations are Economy, Government, Geography, and Life in Japan. (Gardner: Interpersonal) (Gardner: Kinesthetic)

   a. Each station will have four questions. The students will have a worksheet that contains all 16 questions, however each group only answers one question at each station. The first group to a station gets to pick what question they want to answer. The second group gets to pick what question they answer from the remaining three, and so on. This way each group will get some sort of a choice. Each student will fill in the questions their group answers on their worksheet, no more! However, they need to agree on one answer. Some slight variances will be
fine. At each station there will be a worksheet that just lists the question for that station. As the groups pick ones to answer, they need to cross them off of the sheet so no one answers the same question twice.

b. They will have 6 minutes at each station! No more! If everyone seems to be done, I will dismiss them to the next stations early.

c. The stations are explained on an attached paper along with a layout of the room.

d. Before the students are allowed to get started they need to pick one person in the group to be the speaker and report their findings back to the class.

e. As they work I will be walking around to make sure they’re on the correct track. This is especially important as they will be sharing their answers with the class.

3. When I call time at the final station, I will go around and assess each group’s paper. I will quickly record them in my grade book. The rubric I will be using is listed on the student worksheet I attached.

4. Once every station is done, we will return to our seats. Each group has answered four of the total 16 questions. One at a time, groups will volunteer to report back to the class. If any answers are incorrect or lacking I will correct them as we go along, but since I walked around and helped that should not be a big problem.

a. As the students read off their answers, the rest of the class will be copying them down onto their own papers. (Gardner: Interpersonal)

**Closure:** Tomorrow we will be quickly running through the section on the Koreas in your book. After that we will be working on review for our upcoming test so make sure you bring the vocabulary sheets we started at the beginning of the unit! Before you leave I need you to fill
out an exit slip for me. There are two questions and you only need to write one or two complete sentences for each. After that you make pack up your things and get ready to go.

(Gardner: Intrapersonal)

1. How is the United States and Japan similar?
2. What is one characteristic that they have that is very much part of the Asian culture?

**Modifications/Adaptations for students with Intellectual Disabilities:**

- When I create the groups I will make sure that any students with intellectual disabilities are placed with people who will work well with them and help them.
- The opportunity to move around will help keep them engaged and also give them a chance to stretch and move.
- This is a new way of learning for the class so it should help keep them interested and engaged as well.
- I will run through the first station with this student so as to explain the rules very clearly. If I have the opportunity I will have an LD assistant stay with them until they feel comfortable.
- The most important thing for these students to get from this lesson is to master moving around the room and working with a team. I will be watching these students to make sure they are helping their group members and working together.
Self-Reflection

-Did the students enjoy working in stations?

-Did they still get the material?

-How was time management? Too much time or too little time in groups?

-Where they responsible when working with the computers?
GOVERNMENT: Laptop computers from the lab will be set up on the countertop here. There will be six computers, one for each student. None of these answers are in the book.

1. What is Japan’s system of government?
2. Who wrote their constitution?
3. Find the names of the last two leaders of the country.
4. Find three famous Japanese musicians on their Top 100 Chart. (Knowledge)

5.

ECONOMY: The economy station is next to my desk so the students that answer number three will be allowed to use it.

1. Who helped rebuild the Japanese economy after WWII?
2. What is a subsidy?
3. Since what year has Japan been producing robots? Find a video on YouTube of a Japanese robot.
4. What does production costs mean? (Knowledge)

Geography: There will be one laptop computer set up here as well for numbers three and four.

1. What percentage of Japan’s land is used for Agriculture, Forestry, and Urban Areas?
2. What is the population for Japan and what is the population of the United States?
3. How many square miles does the United States cover? How many does Japan cover? (Knowledge)
4. Japan is on the Pacific Ring of Fire. What is this and does it mean for Japan? (Analysis)

Life in Japan:

1. The book says that most public school children wear uniforms. Why do you think this might be? (Synthesis)
2. What is a keiretsu? List one example.
3. What are women’s role in the workplace in Japan? (Knowledge)
4. Why does Japan have a small labor force? Why is that a problem? (Analysis)
Name: **ANSWER KEY**

Group Members: _____________________, _____________________, _____________________

This will be the rubric your groups’ questions are graded on! Each question is worth 4 points, for a total of 16 points possible. You will not be graded on questions that your group does not answer, questions that do not have a check mark next to them.

So make sure to place a check mark in the box for all four question your group answers!

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorrect answer or left unanswered.</td>
<td>Answered the question, but is missing vital information.</td>
<td>Good answer, but missing some information.</td>
<td>Best possible answer.</td>
</tr>
</tbody>
</table>

**Questions with a * require the use of a computer!!**

**GOVERNMENT:**

☐  6. What is Japan’s system of government? *
   - Democracy with constitutional monarchy

☐  7. Who wrote their constitution? *
   - America or Douglas MacArthur

☐  8. Find the names of the last two leaders of the country.  *
   - Yukio Hatoyama and Taro Aso

☐  9. Find three famous Japanese musicians on their Top 100 Chart. *
   - Kumi Koda, Tegomass, Yusuke...

**ECONOMY:**

☐  5. Who helped rebuild the Japanese economy after WWII?
   - The United States

☐  6. What is a subsidy?
   - Money given by a government to assist a private company
7. Since what year has Japan been producing robots? Find a video on YouTube of a Japanese robot to present to the class. *

1960s

8. What does “production costs” mean?

What is costs a company to produce something

GEOGRAPHY:

5. What percentage of Japan’s land is used for Agriculture, Forestry, and Urban Areas?

13%, 66%, 5% respectively

6. What is the population for Japan and what is the population of the United States? *

127 million and 300 million

7. How many square miles does the United States cover? How many does Japan cover? *

3.79 million and 145,000

8. Japan is on the Pacific Ring of Fire. What is this and does it mean for Japan? *

Area with lots of earthquakes and volcanoes. Minor earthquakes are very common and volcanoes may be coming soon.

LIFE IN JAPAN:

5. The book says that most public school children wear uniforms. Why do you think this might be?

Opinion! Must mention Japanese culture

6. What is a keiretsu? List one example.

Group of companies that join together to work towards one another success, car companies

7. What are women’s role in the workplace in Japan?

Majority of women are working but still don’t hold high roles in companies

8. Why does Japan have a small labor force? Why is that a problem?
Japan has a very low birthrate. A country cannot grow unless their birthrate is in the positives, they need people to work, Japan is in the negatives
LESSON PLAN by: Char Glassley

Lesson: Japan (Write to Learn Activity)

Length: 47 minutes

Age of Grade Intended: 7th grade

Academic Standards

Social Studies 7.1.18 Exploration, Conquest and Post-Colonial States: 1500 to the Present.

Identify and describe recent conflicts and political issues between nations or cultural groups

Performance Objectives

Students will use their knowledge of the conflicts between North Korea and other countries to create a graphic organizer with 90% accuracy.

Assessment

After going over a PowerPoint and BBC World News article about North Korea the students will be filling in a graphic organizer. This is to help them see the information in a new way. They will be working on these individually.
**Advanced Preparation by the Teacher:**

Create graphic organizer
Create PowerPoint
Find article

**Intro/Motivation:** “Yesterday we discussed Japan, and the day before that China. The histories of those countries are unique but for the most part they have recovered from many of their challenges in the past. They are now giants of industry and masters of economics! They have a neighbor however, that is not doing as well. North and South Korea are objects of much talk and controversy. Because of this I have decide to bring in some people to talk to you. Class I want you to say hello to the Jonas Brothers.”

**Step-by-Step Procedure**

1. I will start the PowerPoint. (Gardner’s: Visual)
   
   a. “Now I know what you’re thinking, what do the Jonas Brothers know about Korea? Well, a lot. The Jonas brothers love social studies and they love traveling. Lucky for you I am a close personal friend of theirs and they agreed to help me create this PowerPoint based on their recent visit to Korea. Oddly enough, the things they wanted me to explain to you fall right in line with what is in the book. Weird...”

2. After the PowerPoint is over I will pass out an article for them to read on their own. It is a difficult article; they do not need to understand it completely. (Gardner’s: Verbal)
a. When they are done reading on their own I will read it aloud to the class, explaining some things as we go along. I will point out the pertinent information, which is that North Korea keeps going back and forth.

b. We will then have a short discussion about the article. Any questions they have will be answered and I will be asking some of my own. (Gardner’s: Interpersonal)

   i. What do you think about this? (Bloom’s: Synthesis)

   ii. Why do other countries care about Korea’s weapons? (Bloom’s: Analysis)

   iii. Should they care? (Bloom’s: Synthesis)

3. When we are done with that I will pass out a blank graphic organizer. The only things filled in will be the first bubble and the dates on all of the others.

   a. In the remaining time they will be filing in the graphic organizer on their own. (Gardner’s: Intrapersonal)

   b. I will circulate around the room helping them as they go along. All of the information is on the article or in their book.

Closure: Please remember that we have a test the day after tomorrow! Tomorrow will be a review day. There is no homework tonight except to make sure that your vocabulary sheet is filled in. As you exit the room today I want you to write down one thing you are still confused about from the unit. This way I know what to focus on tomorrow. (Gardner’s: Intrapersonal)

Modifications/Adaptations for students with Hearing Impairments:

• These students will be in the front of the classroom so as to better hear me
• The PowerPoint and article will be recorded onto an iPod and they will listen along as we go through them.

• I used a PowerPoint to go along with my lesson so they can at least see what is being said.

• Whenever I ask a question I will also write it on the board so they can see it.

• I will use either a microphone or have one set up for him personally, so he can hear what I say at least a little bit.

Self-Reflection

- Where the Jonas Brothers too corny for the boys?

- Did they understand the issue with nuclear weapons?

- How was my time management?

- Did they understand the graphic organizer?

- Did looking at the information on the graphic organizer help them?
1948: North and South Korea separate

2000: Things looking up, two countries agree to work towards cooperation

2002: Drops out of nuclear non-proliferation treaty, announces it will start developing nuclear weapons

2005: Announces it has succeeded creating nuclear weapons

2006: Conduct underground nuclear tests

October 2009: Says it will reconsider joining six-party talks

2009: Pulled out completely of six-party talks

Name: ______________________
Eastern Asia Unit Test

Name: ______________________________

Part I Matching (1 pt each)

1. ____ The spreading of ideas or practices from one culture to another.
2. ____ A group that includes people who are very similar to each other.
3. ____ A variation of a language unique to a particular region.
4. ____ Male ruler of an empire.
5. ____ A group that shares characteristics such as language, religion, ancestry, and cultural traditions.
6. ____ A series of rulers from the same family.
7. ____ A community in which people own land as a group and where they live and work together.

Part II Multiple Choice (2 pts. Each)

8. This is another word for “extreme”.
   a. Radical
   b. Diversify
   c. Minor
   d. Homogenous

9. A ________________ is when the government gives money to assist a private company.
   a. Recession
   b. Labor
   c. Subsidy
   d. Tax
10. This country has a demilitarized zone.
   a. Korea  
   b. China  
   c. Japan  
   d. Taiwan

11. This country is suffering from a very low birthrate.
   a. Korea  
   b. China  
   c. Japan  
   d. Taiwan

12. This is used to measure a country’s wealth.
   a. DMZ  
   b. The UN  
   c. GDP  
   d. FES

13. In 1995 North Korea experienced a devastating _____________
   a. Subsidy  
   b. Birthrate  
   c. Typhoon  
   d. Famine

14. A low birthrate can directly affect the country’s ability to find a _____________
   a. Labor force  
   b. Truce  
   c. Subsidy  
   d. GDP

15. This is the most developed Asian country.
   a. China  
   b. Korea  
   c. Japan  
   d. Taiwan

**Part III Fill in the Blank (2 pts. Each)**

16. Commodore ________________ forced Japan to open itself for trade in 1853.

17. Asian people generally ________________ to each other when greeting one another.
18. The ____________________ was formed by students during the Cultural Revolution.

19. The Free ____________________ ____________________ is not used in the economies of communist countries.

20. Origami originally began in ____________________ but then moved to ____________________.

Part IV Short Answer (3 pts. Each)

21. List 3 of the 12 animals in the Chinese zodiac.

22. What does it mean to say that Asians sometimes live different lives in and out of the home?

23. Explain one characteristic of communism and one characteristic of a democracy.

24. Mao Zedong created two movements. Name one of them.

25. Briefly explain the problem that North Korea is causing with its relationship with nuclear weapons.
Part V Map (2 pts. Each)

A. ________________________  D. ________________________
B. ________________________  E. ________________________
C. ________________________  F. ________________________

Extra Credit (2 pts)
*List the year you were born and the sign of the Chinese Zodiac you were born under!
Eastern Asia Unit Test

Name: ANSWER KEY

Part I Matching (1 pt each)

1. C The spreading of ideas or practices from one culture to another.
2. F A group that includes people who are very similar to each other.
3. D A variation of a language unique to a particular region.
5. G A group that shares characteristics such as language, religion, ancestry, and cultural traditions.
6. B A series of rulers from the same family.
7. E A community in which people own land as a group and where they live and work together.

Part II Multiple Choice (2 pts. Each)

8. This is another word for “extreme”.
   a. Radical
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9. A __________________ is when the government gives money to assist a private company.
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Score: ___ /60 ___ %
10. This country has a demilitarized zone.
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Part III Fill in the Blank (2 pts. Each)

16. Commodore Matthew Perry forced Japan to open itself for trade in 1853.

17. Asian people generally bow to each other when greeting one another.
18. The Red Army was formed by students during the Cultural Revolution.

19. The Free Enterprise System is not used in the economies of communist countries.

20. Origami originally began in China but then moved to Japan.

Part IV Short Answer (3 pts. Each)

21. List 3 of the 12 animals in the Chinese zodiac.
   Dog, Rat, Ox, Rabbit, Tiger, Dragon, Snake, Horse, Ram, Monkey, Rooster, Pig

22. What does it mean to say that Asians sometimes live different lives in and out of the home?
   Outside of the home they often assimilate to western traditions and when they are inside the home they usually follow their traditional customs.

23. Explain one characteristic of communism and one characteristic of a democracy.
   Communism > Government has a lot of control
   Democracy > The people make the decisions
   -Just one of many possible answers!

24. Mao Zedong created two movements. Name one of them.
   The Great Leap Forward and the Cultural Revolution

25. Briefly explain the problem that North Korea is causing with its relationship with nuclear weapons.
North Korea promised not to make nuclear weapons and they created them anyway.

Part V Map (2 pts. Each)

A. Mongolia  D. South Korea
B. China  E. Japan
C. North Korea  F. Taiwan

Extra Credit (2 pts)
*List the year you were born and the sign of the Chinese Zodiac you were born under!
Eastern Asia Unit Test (Modified)

Name: ______________________________

Part I Matching (1 pt each)

1. ____ The spreading of ideas or practices from one culture to another.
   A. Emperor
   C. Cultural Diffusion
   D. Dialect
   F. Homogenous

2. ____ A group that includes people who are very similar to each other.
   B. Dynasty
   E. Nomad
   G. Ethnic Group

3. ____ A variation of a language unique to a particular region.

4. ____ Male ruler of an empire.

5. ____ A group that shares characteristics such as language, religion, ancestry, and cultural traditions.

6. ____ A series of rulers from the same family.

7. ____ A community in which people own land as a group and where they live and work together.

Part II Multiple Choice (2 pts. Each)

8. This is another word for “extreme”.
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9. A _______________________ is when the government gives money to assist a private company.
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Score: ___ /60 ___ %
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16. Commodore ________________________ forced Japan to open itself for trade in 1853.

17. Asian people generally ________________________ to each other when greeting one another.

18. The ________ ________________________ were formed by students during the Cultural Revolution.

19. The Free ____________________ ________________________ is not used in the economies of communist countries.

20. Origami originally began in ________________________ but then moved to ________________________.
Part IV Short Answer (5 pts. Each)  
Pick any 3 of the 5 questions to answer! Leave the remaining two blank.

21. List 3 of the 12 animals in the Chinese zodiac.

22. What does it mean to say that Asians sometimes live different lives in and out of the home?

23. Explain one characteristic of communism and one characteristic of a democracy.

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25. Briefly explain the problem that North Korea is causing with its relationship with nuclear weapons.
Part V Map (2 pts. Each) Use the word bank below.

A. __________________________  
B. __________________________  
C. __________________________  
D. __________________________  
E. __________________________  
F. __________________________  

Extra Credit (2 pts)
*List the year you were born and the sign of the Chinese Zodiac you were born under!
Eastern Asia Unit Test (Modified)

Name: ANSWER KEY

Part I Matching (1 pt each)

1. C  The spreading of ideas or practices from one culture to another.
2. F  A group that includes people who are very similar to each other.
3. D  A variation of a language unique to a particular region.
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15. This is the most developed Asian country.
   a. Japan
   b. Taiwan

**Part III Fill in the Blank (2 pts. Each)**
**Answer 3 of the 5 questions. Leave the remaining 2 blank.**

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The Great Leap Forward and the Cultural Revolution

25. Briefly explain the problem that North Korea is causing with its relationship with nuclear weapons.

North Korea promised not to make nuclear weapons and they created them anyway.

Part V Map (2 pts. Each) Use the word bank below.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. Mongolia</td>
<td>D. South Korea</td>
</tr>
<tr>
<td>B. China</td>
<td>E. Japan</td>
</tr>
<tr>
<td>C. North Korea</td>
<td>F. Taiwan</td>
</tr>
</tbody>
</table>

Extra Credit (2 pts)
*List the year you were born and the sign of the Chinese Zodiac you were born under!"
Review Day

Before the test my students will certainly have a review day. This day will be almost entirely discussion based. I had the students fill out slips telling me things they were still unsure of the day before so I will be focusing on those topics. The vocabulary sheets for the unit are also due that day and we will be spending a lot of the time going over those. Otherwise, I will mostly just be taking questions from them and posing questions to them for some practice. By now they would be familiar with my testing format so I would not have to spend time on that.

Justification for Modifications

My main modification technique was to preset the students with less possible answers. I limited the number to what I felt was a more manageable load. I used this modification in the matching section and also the multiple-choice section. For the fill in the blank and short answer section I limited the number of questions they would have to answer. However, I did not cut questions, I just allow them to choose which ones they would like to answer. This gives them a modicum of control and allows them to make the best choice for themselves. In the short answer section I also gave these students more room to write their answers. Of course, if they prefer they will be allowed to use lined paper or graph paper to write their answers. I also plan on grading the short answer section differently. I do not expect the same answers from these students as I do from the rest of the class. What I will mainly be looking for is whether or not they have grown in this knowledge since the beginning of the unit. With the map portion of the test I supplied the students with a word bank. Sometimes searching for a word or name is the
biggest problem for these students so I think it will be incredibly helpful to supply those for them. Of course I also plan on having this read to each student by an LD teacher. If they prefer, they could listen to me reading it on an iPod instead of having it read. I would prefer for someone to read it to them to clear up any questions they might have with directions.
Unit Plan Reflection

Ever since 2nd grade, when reading finally caught on for me, I realized its importance. I understand that it does not come easily for most students and I also realize that most of them hate reading. But there are ways to make it fun, and there are ways to make it easier. Breaking up the text with outlines and worksheets and looking at it in new ways with graphic organizers can really help students finally put the pieces together. History is hard to read, especially when you think it is boring. But using the techniques we have learned in class I see that there are ways I can at least make it bearable for my students and hopefully, through that, it will eventually become easy or even fun.

I have learned a lot about lesson planning from this class. I definitely see now how important it is to specifically write out your questions and your modifications. We would like to think that we can just remember that we are going to say and do, but there is no way that is possible. We need reminders for ourselves. Plus, if we do it ahead of time we can really think about what we are asking or how we are modifying. We can hit all of the Bloom’s questions and research new ways to modify.

Looking at my first lesson plans it is easy to see the difference in my expectations of my students and my techniques. At the beginning of the semester I feel as though I was not asking enough of my exceptional learners, I was not pushing them. But at the same time, I was not using the techniques that would really help them, like handing out PowerPoints or writing out
questions. It was kind of a mess. Now I feel as though I have gotten better at that. I understand that I can ask a lot of these students, but only if I supply them with the tools they need. It has also been interesting to see that almost every single technique we have learned for working with exceptional learners would be beneficial to the entire class. Everyone can benefit from knowing what questions I will ask or having a few moments to roam the room and stretch out.

Easily the most useful tool I have developed from this class would be using exit slips. It is just such a great way to see what they got, and it is also a quick way to self-reflect. If they all have the same question, well that is a really good clue that I did not teach it correctly. Not only could you use it to see what they do not understand, but it would also be fun to use to see what interested them the most. We cannot help but be out of touch with what our students are thinking and feeling. What is interesting to us might not be to them and this is a great way to find out what they want to know more about.