

**Course Title – World Cultures**

**Implement start year – 2014-2015**

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**Unit #5, topic - Asia**

Students will be able to independently use their learning to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues in Asia. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Stage 1 – Desired Results**

**Established Goals**

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

6.2.12.A.1.a

Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.

6.2.12.B.1.a

Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.C.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.

6.2.12.C.1.b

Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.

6.2.12.A.4.b

**21<sup>st</sup> Century Themes**

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

**21<sup>st</sup> Century Skills**

*Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

*Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

*Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

Compare the rise of nationalism in China, Turkey, and India.

6.2.12.A.4.d

Assess government responses to incidents of ethnic cleansing and genocide

6.2.12.B.4.b

Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.C.4.c

Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

6.2.12.C.4.d

Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12.D.4.c

Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.D.4.h

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.D.4.i

Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.A.5.d

Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.

6.2.12.B.5.d

Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.

6.2.12.C.5.a

Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.

6.2.12.C.5.d

Determine the challenges faced by developing nations in their efforts to compete in a global economy.

6.2.12.C.5.e

Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China.

Leadership and Responsibility

6.2.12.D.5.a

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.D.5.b

Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><b>EU 1</b>  Mass movements of people occur due to internal and/or external societal pressure.</p> <p><b>EU 2</b>  Conflict is the result of the perceived need for political, economic, or social change by a population.</p> <p><b>EU 3</b>  Social classes are established by the economic, political, and cultural distinctions among people.</p> <p><b>EU 4</b>  Colonization has had long term political, economic, and cultural consequences throughout the world.</p> <p><b>EU 5</b>  Geography and environmental issues affect the development of a region's culture and history.</p>	<p><b><u>Essential Questions:</u></b></p> <p><b>EU 1</b></p> <ul style="list-style-type: none"> <li>• Why do populations leave ancestral lands?</li> </ul> <p><b>EU 2</b></p> <ul style="list-style-type: none"> <li>• How do cultural, ethnic, and national identities create conflict?</li> </ul> <p><b>EU 3</b></p> <ul style="list-style-type: none"> <li>• What factors affect a society's social organization?</li> </ul> <p><b>EU 4</b></p> <ul style="list-style-type: none"> <li>• How did colonization impact Asian cultural identity?</li> </ul> <p><b>EU 5</b></p> <ul style="list-style-type: none"> <li>• Why is it important to consider environmental factors during industrialization?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><b>EU 1</b></p> <ul style="list-style-type: none"> <li>• The physical movement of Asians to Europe and Europeans to Asia</li> <li>• The factors of and the impact of the partitioning of India</li> </ul> <p><b>EU2</b></p> <ul style="list-style-type: none"> <li>• The development of the British Empire in India</li> <li>• The division of China into spheres of influence</li> <li>• The rise of militarism in Japan and its effect on the government</li> <li>• The economic, political and social changes brought on by arrival of communism into Asia</li> <li>• The consequences of the Khmer Rouge regime to the development of Cambodia</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> <li>• Read and analyze primary source documents to determine different points of view (EU 1, EU 2, EU 3, EU 4, EU 5)</li> <li>• Identify key regions and boundaries in Asia (EU 1)</li> <li>• Make meaning of European settlement in Asia and Asian settlement in Europe (EU 1)</li> <li>• Analyze migration waves within Asia (EU 1)</li> <li>• Propose the reasons for the British Empire settling India (EU 2)</li> <li>• Illustrate the economic divisions of China (EU 2)</li> <li>• Analyze the reasons and impact of the rise of militarism in Japan (EU 2)</li> <li>• Recognize the causes, effects, and spread of communism in Asia (EU 2)</li> <li>• Critique the long term effects of the Khmer Rouge on the</li> </ul>

<p><i>EU3</i></p> <ul style="list-style-type: none"> <li>• The development and cultural impact of the Indian caste system</li> <li>• Growth of the middle class in China and India</li> <li>• The rise and fall of feudal Japan</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• The cultural transformation of India under the British</li> <li>• The success and failure of Japanese isolationism</li> <li>• The economic interference of China by the Europeans</li> <li>• The key elements of independence movements and nation building in Asia</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• The potential for natural disasters in the region</li> <li>• The political, economic, cultural impacts of extreme seasonal weather.</li> <li>• The causes and long term effects of pollution in Asia</li> </ul>	<p>development of modern Cambodia (EU 2)</p> <ul style="list-style-type: none"> <li>• Evaluate the cultural impact of the caste system in India (EU 3)</li> <li>• Document the growth of the middle class in China and Japan and predict the future impact of the middle class (EU 3)</li> <li>• Make sense of the rise and fall of feudal Japan (EU 3)</li> <li>• Reflect on the cultural implication of the British colonization of India (EU 4)</li> <li>• Compare the goals and results of Japanese isolationism (EU 4)</li> <li>• Critique the economic interference of China by the Europeans from various points of view (EU 4)</li> <li>• Make sense of the process of independence movements and nation building in Asia (EU 4)</li> <li>• Predict the potential for natural disasters in the region (EU 5)</li> <li>• Analyze the political, economic, and cultural impacts of extreme seasonal weather (EU 5)</li> <li>• Evaluate the long term effects of pollution in Asia (EU 5)</li> </ul>
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## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Read and analyze various primary source documents from the regions. (M)
- Teacher notes and PowerPoint presentations defining key terms and timeline. (A)
- Map the physical and political features in Asia. (A)
- Map the colonial acquisitions of the European empires in Asia. (A)
- Identify the geographic locations of various religions in Asia. (A)
- Complete a DBQ of positive and negative effects of the British colonization of India. (M)
- Complete a DBQ of positive and negative effects of the modernization of Japan. (M)
- Complete a DBQ comparing and contrasting Mao Zedong and Deng Xiao Ping. (M)
- Create a Venn Diagram comparing and contrasting Hinduism, Buddhism, and Islam. (M)
- View and discuss Michael Wood's "Story of India". (M)
- View and discuss clips of "Gandhi". (M)
- View and discuss "Born in the Brothels". (M)
- View and discuss "Slumdog Millionaire". (M)
- View and discuss "Lesser Humans" documentary. (M)
- Evaluate the successes and failures of affirmative action and the outlawing of the caste system in a comparative essay. This essay must include an analysis of the effectiveness of implementing a caste system in the modern-day United States. (T)
- Read and analyze the article "Untouchable" by Tom O'Neill in National Geographic. (M)
- Write a proposal for a universal peace plan for the territory of Kashmir. (T)
- Debate the pros and cons of the use of drones in South Asia. (M)
- Build a graphic organizer based on the differing policies of Zedong and Xiao Ping. (M)
- View Lisa Ling's "China's Lost Girls" and discuss the merits and drawbacks of China's One Child Policy. (M)
- View and discuss PBS Documentary "China Prep". (M)

- View and discuss the documentary "China's Unnatural Disaster". (M)
- Compare and contrast the Japanese and American education system. (M)
- View and discuss the documentary "White Light/Black Rain". (M)
- Read and discuss excerpts of "The Rape of Nanking". (M)
- Read and discuss excerpts of "Balzac and the Little Chinese Seamstress". (M)
- View and discuss Lisa Ling's "Inside North Korea". (M)
- Evaluate the cult of personality surrounding the leadership of North Korea. (A)
- View and discuss "S-21: The Killing Machine". (M)
- Research and write a current event topic essay on Southeast Asia. (M)
- View and discuss "The Last Samurai". (M)