

## **1919 and the East Asian Disappointment**

**Objective 1:** Students will analyze and discuss the impact of the Treaty of Versailles on East Asia.

**Objective 2:** Students will predict the outcome of the treaty in East Asia, given their understanding of the outcome.

**Objective 3:** Students will apply Hoban values (Social Justice) to situation regarding West's attitudes toward East.

**Grade Level:** 9 and 10 level World Cultures Course. The focus of the course is to understand and analyze world cultures and histories. Our East Asia unit has traditionally focused on China and Japan (and their interaction); however, we have often heavily favored the Western perception of these events. Therefore, we will begin to integrate the East Asian point of view. Hence, for the first time, we will incorporate the East Asian point of view of the Treaty of Versailles. This is simple to include in a high school "World History" course, in that we will include various perspectives (and, for a Catholic School, we will include the necessary benchmarks).

**Length of Lesson:** Two 50-minute periods

### **Essential Questions:**

How did the European-dominate world misinterpret the East?

Why did Japan gain at the expense of China and Korea?

How would 1919 lead to 1931, 1937, and 1941?

### **Rationale:**

Students will analyze events from multiple perspectives and gauge long-term outcomes.

### **Materials:**

McDougal Littell, *Modern World History: Patterns of Interaction*, (2005)

Pearson/Prentice Hall, *World Cultures: A Global Mosaic* (2007)

**Background knowledge:** Treaty of Versailles from the perspective of Britain, France and the U.S. from last semester. (Including Wilson's self-determination)

**Korea:** Russia's attempt to build Trans-Siberian Railway motivates them to reach into Manchuria. Korea looks simply delicious. This threatens **Japan** and its aspirations for

similar influence in Manchuria and Korea. By 1902, Japan signs the Anglo-Japanese Alliance, aimed at containing Russia. Additionally, Britain accepted Japanese interests in Korea. Japan attacked encroaching Russia in 1904. The Russo-Japanese War ensues, and Russia is “embarrassed” by Asian Japan. Theodore Roosevelt steps in to mediate terms. The Taft-Katsura Agreement in 1905 essentially “traded” Korea for the U.S. interest in the “Philippines.” Japan becomes a protectorate of Korea, at the indignation of Koreans. Korean protests against Japanese authority were often violently squashed. Finally, in 1910, Korea became a Japanese colony.

Similarly, we will have already discussed the friction within **China** and the end of imperial rule. Previous lesson discussed the Qing’s struggle to be accepted by Confucian Chinese, Cixi and the Boxer Rebellion, and European invasion. The Four Warlords follow, proving China to be in a fragmented state.

### Activities:

#### **Day One:**

**Lecture Content:** Leading to the Treaty of Versailles is **Japan’s** imperialism of Asia. Japan sees an opportunity to take German territories, such as Shandong, and increase its influence into mainland Asia (Korea, China).

**China:** During World War I, China offers up 140,000 laborers to France for manual labor, such as digging trenches. The Chinese believe that they deserve something come treaty time. Must keep in mind U.S. insistence on the Open Door Policy (but is that just for U.S. welfare and not China’s?).

**Korea:** Believes that Wilson’s Fourteen Points are the answer. The clause of Self-Determination seems to have their name on it.

Review of Treaty of Versailles (Wilson’s 14 Points).

Students divided into countries. (e.g. Groups students role-play each of the following: China, Japan, Korea, United States.) Given the provided notes (additional readings?), each group makes case for their cause. Students should answer:

“Given the concept of self-determination, what would you assume the outcome to be?”

“Why do you think you deserve what you say you do, and what is your driving motivation?”

Students discuss possibilities with partners, writing down their claims and arguments. Finally, as countries, students make their case, presenting their ideas to the class.  
Good cliffhanger.

#### **Day Two:**

Review some of the details.

Each student will be responsible for creating a sheet of paper from their notebooks with the following information:

How were each of the following countries impacted by the Treaty of Versailles:

China

Japan

Korea

Why do you think this was the outcome?

How does this outcome fit Hoban values (does not fit)?

I'll provide the actual events of 1919. Provide time for students to “complain” about actual events. Students then predict the reactions of their people, providing the opportunity to discuss the March 1<sup>st</sup> Movements of Korea and subsequent nationalist protests in China regarding Shantung. Include information on the 5-5-3 naval allocation, and U.S. Immigration Act of 1924, restricting Asian peoples (including Japanese).

Include application of Hoban values—how were these followed/not followed? (Social Justice.)

Far reaching implications?

### **Assessment**

Formative assessment as the students, in groups, write down and present their arguments. It is the students' responsibility to complete the one-sheet with details regarding the actual outcome. I will collect this work. Students are graded on 1. Completing the page 2. Providing specific details (examples) 3. Supporting their judgments.

### **Social Studies Standards**

#### People in Societies

- Analyze the consequences of oppression, discrimination and conflict between cultures.
  - Analyze the results of political, economic, and social oppression and the violation of human rights including the exploitation of indigenous peoples

#### History

- Connect developments related to World War I with the onset of World War II.
- Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.

#### Citizen Rights and Responsibilities

- Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.

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World Cultures

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## **East Asian Philosophy (Re-Organizing the Classroom)**

### **Objective One:**

Examine and evaluate the philosophies of the Eastern Zhou

### **Objective Two:**

Apply philosophies in a practical manner by reorganizing the classroom.

**Grade Level:** 9 and 10 level World Cultures Course. The focus of the course is to apply students' understanding of Confucianism, Daoism and Legalism. An understanding of the philosophies will help students better comprehend different perspectives of different people when compared to the United States. How might this effect interaction?

**Length of Lesson:** Two 50-minute periods

### **Essential Questions:**

Why do those from China and the United States sometimes find it difficult to understand each other? (a common question for our entire unit on East Asia)  
How do early events shape later attitudes and decisions?

### **Rationale:**

Students will understand that different regions of the world think differently and this might result in a difficulty to cooperate.

### **Materials:**

Pearson/Prentice Hall, *World Cultures: A Global Mosaic* (2007)

Handout and markers (colored pencils) if the creative itch hits the students

Primary Sources: Excerpt from *Analects*

### **Activities**

Day 1

Review the geography of early China and the first dynasties

Distribute excerpt of the *Analects*. Students read and answer the following:

What ideas consistently show-up? What is the main theme? How does this relate to the Hoban Mission and values? I want to be sure that students “take” something from the philosophies. I want them to understand that there are good models here they can incorporate into their own lives.

Discuss various findings.

Lecture:

- Warring Zhou
- Confucianism
  - Relationships, responsibility, respect (This leads to Peace and Stability)
  - Importance on education and the willingness to accept any of student sufficient intelligence. MERIT.
  - How make the government work well within the government framework? Ethical Bureaucrats. Confucius wanted to have an impact on the leaders themselves; therefore, he wanted to incorporate his teachings within the current bureaucratic system.
  - Leader models behavior
  - Misbehavior shames all connected with you
- Mencius
  - Spreads words of Confucius
  - Shows importance of responsibility associated with Mandate of Heaven
  - Leaders should respect their people and will received just response in return
- Ren=benevolence
- Filial Piety. Importance on hierarchy of the family (Relates to the 5 Relationships)
  
- Daoism
  - Laozi and the *Daodejing*
  - Government should stay out of private life
  - The Way (Dao)
    - Immaterial force that is the source of all
  - The natural way is the best. Give up ambition. Do not boast.
  - Withdraw from the material world. Opposite of Confucian man of organization.
  - Water was the perfect symbol
  
- Legalism
  - Try to understand power and techniques to control officials and subjects
  - Need strong institutions
  - The Qin state adopted Legalism.
    - Abolish aristocracy

- Create hierarchical system where the central (king) is all-powerful
- Citizens obligated to state (e.g. public works)
- Rules
- Han Feizi
  - Rewards and punishments
- Authoritarian

Students then provided handout that explains tasks (see handout).

Students pair-up (group-up) with another student. They use the information provided (textbook as well) to complete the handout.

Day 2

Students use the first 20-25 minutes of class to complete their creations.

Each pair (group) must explain their invented classrooms. The teacher and other students will ask questions, critiquing the developed classroom. Is it accurate?

Class discussion, including predictions on how these philosophies might influence people of East Asia to see events in a different light. Do we think this way? What do you see as positive or negative about these philosophies?

Teacher collects handout.

### **Social Studies Standards**

#### People in Societies

- Analyze examples of how people in different cultures view events from different perspectives

#### History

- Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C.

## Philosophies of China

### World Cultures

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#### Task:

Choose one of the three philosophies studied (Confucianism, Daoism or Legalism). Use the concepts learned about each to construct a classroom that completely is in line with those concepts.

#### Particulars:

1. Your design must include an explanation. You must explain why you have organized the classroom in such a way. How does this reflect the philosophy?
2. Your diagram must be neat and clear.
3. Include: How will the chairs be arranged? How will the class be taught? What role with the students/teacher play? What type of activities (homework, tests, projects...) will be done? Will the overall rules of the school apply?
4. Where drawings will not suffice, please include a short write-up of what it is you are trying to explain. Be sure it is clear for your presentation, as well as clear from me as I grade it (Will I understand without your presence?)

Use the back of this handout to create your philosophical classroom.

#### Rubric:

	5	3	1
Group Work and Class time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.
Creativity and Clarity	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. Easily readable and understandable	One or two of the graphics used on the poster reflect student creativity in their creation and/or display. Some aspects difficult to decipher	The graphics are made by the student, but are based on the designs or ideas of others. Lacks clarity; difficult to understand
Application and explanation	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
			<b>/15</b>

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## **Future China/U.S. Relations**

### **Objective One:**

Examine, analyze and assess information from various sources in order to construct a concrete argument.

### **Objective Two:**

Create predictions based on gathered information.

### **Objective Three:**

Establish and support a stand regarding the future relations of China and the U.S.

**Grade Level:** 10 level Honors World Cultures Course. The honors course is a more in depth (breadth) look at world events and cultures. Students are asked to read and write much more than the regular World Cultures. Students are expected to give presentation based on research or analyzed information.

**Length of Lesson:** The lesson is a project, which is introduced through classroom readings and lectures. However, the bulk of the project information will be gathered by partnered students outside of class. Students will be given several weeks to complete the assignment before they present their findings.

### **Essential Questions:**

Will China challenge the United States' supremacy in the future?

What will be the future relations between China and the United States?

### **Rationale:**

Students will strengthen their problem-solving skills and realize that the future is not comfortably set in stone.

### **Materials:**

It is the students' responsibility to gather information through journals, books or other outside resources.

### **Activities:**

During class, we've covered events of the 20<sup>th</sup> century in China in order to adequately paint a thorough picture of China 2008. China has become quite the news-maker (fastest growing economy, pollution, Olympics, far reach into Africa, human rights...), but what

China will exist in the future and what relations will exist between China and the United States?

Important prior-knowledge, which will be taught through lecture the week leading up to the activity:

- Central authority/local autonomy
- Confucianism
- European Imperialism
- Kuomintang vs. Communists
- Cold War (Korea, Cultural Revolution, Deng's Privatization)
- Current Chinese economic, military, political structure and power

Students will be given project following the unit on East Asia. It is up to the students to "OK" resources with me. Students will be broken up into pairs (3's in some cases, depending on class ratio). Students will be given a "half-way" mark, where they are expected to give an update of their findings and ask any questions to help further their studies. Students will have three days to research in the library. The entire unit will take nearly 2-weeks, give or take depending on school schedule and assemblies.

The final piece of the project will include a PowerPoint Presentation, where the pairs explain their predictions. See Handout.

### **Social Studies Standards**

#### People in Societies

- Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

#### Social Studies Skills and Methods

- Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

# Future China

## Honors World Cultures

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### Task:

Take one of three possible future scenarios and argue tat point, using journals, books and other means to support your point. BE SURE to OK your resources with me.

You and your partner will gather information and use it to argue for one of the three scenarios by presenting a PowerPoint.

### Particulars:

- References of resources (at least three journals, one book...see me for other)
- PowerPoint that includes
  - Title Page (group members' names and date)
  - Page that indicates your prediction
  - 3 pages supporting your claim
    - Your CLAIM must be supported with at least 3 STRONG details arguing your point to be quite viable and concrete
  - Implications: if this is your predicted result, what do you suppose will happen in the future, or how could we prevent this result?
  - Reference page
  - Keep your presentation between 8-10 minutes long
  - Any additional ACTIVITY during your presentation is welcome

1. Imploding China:
  - a. China's quickly growing economy will crumble in on itself because of corruption, human rights violations, or failures of the CCP.
2. U.S. Trading Partner:
  - a. China will reform itself and become a strong U.S. trade ally.
3. Scary Hide-Under-Your-Covers China:
  - a. The U.S. as the world hegemon will feel threatened and react. China's rise in the world will force war!

	10	7	3
Presentation	Presentation is professional and clear, explaining supporting details with clarity	Presentation lacks some specifics, including clear explanations	Presentation lacks professionalism—too much care-free attitude
All elements included	Directions are followed and resources are legit and strong	Some directions are not followed; could be questions with resources	Missing PARTICULARS; questions not answered; PowerPoint not complete
Application and explanation	Student can accurately answer all questions related to facts in the poster and processes used to create the poster. Strong explanations and examples provided.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Group Effort Grade partner	Worked collaboratively on entire project. Both found resources; both built arguments; both participated in presentation	Mostly worked together. Some inaccuracies in collaborative effort. One partner did more (presentation, information gathering)	Partner did not research topic; help in building or giving presentation.
			<b>/40</b>