# Lesson Plan Template

**How Will You Cause Learning Today?**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>World Studies</th>
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</thead>
<tbody>
<tr>
<td>GRADE</td>
<td>9</td>
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<tr>
<td>TOPIC</td>
<td>Photographic evidence of Nanking Massacre and Deniers</td>
</tr>
<tr>
<td>DATE</td>
<td>Spring 2008</td>
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<tr>
<td>PERIOD</td>
<td>1 period at 45 min.</td>
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## Essential Question(s):
1. What do the photographs of Nanking under Japanese occupation tell us about the experiences of the Chinese?
2. Are the photographs trustworthy?
3. Why do people deny this event occurred or deny that it occurred to the extent that it did?

## Objectives of the Lesson

**SWBAT:** assess the trustworthiness of photos from Nanking, determine whether or not the photos support other evidence they have encountered, and explain why evidence may be denied by some as proof of atrocities.

## Assessment of the Objectives

Describe how you will collect evidence that individual students have indeed met the lesson objectives.

**Students will answer the following questions in a short-answer response (1-2 paragraphs):**

1. Which prompt did you find more evidence for, #1 or #2? Why do you think this was the case?
2. Do the photos support or refute prior learning on this topic? Explain.
3. After reading yesterday’s handout, *Exposing the Rape of Nanking*, and viewing these photos, do you believe that the Japanese committed human right’s abuse on the Chinese? Explain.
4. Why might people deny the Japanese did these atrocities to the Chinese?
5. What other historical atrocities have been denied by those engaging in them?

## Before Reading, Viewing, or Listening

**Teacher**
- focusing attention, laying groundwork, creating interest, sparking curiosity—think of it as setting the stage/setting them up for success
- make sure students “get” the purpose (not just agenda) of today; what it will result in or lead to; the “why” of what they’ll be doing

**Students**
- strategies to get STUDENTS thinking about what they already know
- cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts
- STUDENTS are caused to think about that element of today’s learning that is most close to or familiar to them

**X** Students will be given an Opinion-Proof Chart. On the chart, the teacher will give students two prompts to write under the Opinion Section: 1) The photographs show Japanese brutalization of the Chinese in Nanking. 2) The photographs show only a few Japanese soldiers who have done harm to some Chinese in Nanking.

Students will fill in proof for each opinion, as the evidence from the pictures warrents.

## During Reading, Viewing, or Listening

- strategy(ies) for active engagement with the new content that’s coming
- what are students doing WHILE reading, viewing, or listening?
Students view multiple photos taken during the Japanese occupation of Nanking, starting in November 1937. Based on what they see in the photos, students will fill in their proof for each statement. Students may work with a partner.

These photos may be selected and printed by the teacher or, if appropriate in a given school with available resources, teachers could direct students to the following websites to view photos. Images that would be appropriate for almost any high school classroom are copy-pasted at the bottom. All images come from the following two websites:

http://prion.bchs.uh.edu/~zzhang/1/Nanking_Massacre/index.html
http://www.cnd.org/njmassacre/page1.html

<table>
<thead>
<tr>
<th><strong>AFTER READING, VIEWING, or LISTENING</strong></th>
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<tbody>
<tr>
<td><strong>PURPOSE SETTING</strong></td>
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<tr>
<td>• how will students apply new knowledge in a new way?</td>
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<tr>
<td>• how will students check to see if their understanding is correct?</td>
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<tr>
<td>• how will students be prompted to reflect on what they learned?</td>
</tr>
<tr>
<td>• how will students be prompted to reflect on how they learned it?</td>
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<tr>
<td>[Also, Please Note: The Assessment Occurs in the After Phase]</td>
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</tbody>
</table>

Once students have viewed all the photographs and entered proof for each prompt, students will then discuss which opinion has more proof. They are to use their Opinion-Proof sheets and discussions with one another to answer the following 5 questions. Partners may answer these questions together and turn in one set of answers.

**ASSESSMENT:**
Students will answer the following questions in a short-answer response (1-2 paragraphs)

1. Which prompt did you find more evidence for, #1 or #2? Why do you think this was the case?
2. Do the photos support or refute prior learning on this topic? Explain.
3. After reading yesterday’s handout, *Exposing the Rape of Nanking*, and viewing these photos, do you believe that the Japanese committed human right’s abuse on the Chinese? Explain.
4. Why might people deny the Japanese did these atrocities to the Chinese?
5. What other historical atrocities have been denied by those engaging in them?

1. A list of resources (books, periodicals, videos, websites, etc.) you plan to use for each lesson plan.

All images come from the following websites:

http://prion.bchs.uh.edu/~zzhang/1/Nanking_Massacre/index.html
http://www.cnd.org/njmassacre/page1.html

Lesson Plan Template: http://www.readingquest.org/pdf/
殺屠犬
百人斬り超記録

百人斬り大接戦

百人斬り超記録

百人斬り大接戦

百人斬り超記録

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