

All of my lessons are focused on the relationships between Japan, China, and Korea during WWII. The tie that binds all four lessons together is the Japanese Imperial Army and how it affected the people in these other countries. I chose to focus on WWII because it is a major part of the 9<sup>th</sup> grade World Studies curriculum and because students possess a depth of background regarding the war in Europe that they do not possess when studying WWII in Asia. My lesson builds upon a previous unit that traces the rise of totalitarian governments from the early 1900s through the 1930s, including Japan, Germany, Italy, and the USSR. The previous unit taught students why these governments came to power in these particular countries and what the governments theoretically and politically stood for. This unit on WWII seeks to expose students to the atrocities of war and specific human rights crimes that were perpetuated throughout the war period.

Three lesson plans - one each on China, Japan, and Korea. A single "lesson plan" may be an entire, multi-day unit or a single activity that requires only one class period. Please specify the number of days or amount of class time required for each lesson plan. Please also make sure that your lesson plans are detailed enough so that another teacher could use it with only limited preparatory research.

4. Karissa Piper

# Lesson Plan Template

## How Will You Cause Learning Today?

<b>SUBJECT</b> World Studies		<b>GRADE</b> 9
<b>TOPIC</b> Chinese and Korean Rebellions Against Imperial Japan	<b>DATE</b> Spring 2008	<b>PERIOD</b> 1 period at 45 min.
<b>Essential Question(s):</b> In what ways were the Korean and Chinese rebellions against Imperial Japanese forces similar and different?		
<b>OBJECTIVES OF THE LESSON</b> A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson.		
<b>SWBAT:</b> Compare and contrast the ways China and Korea rebelled against forcible Japanese occupation of their land.		
<b>ASSESSMENT OF THE OBJECTIVES</b> Describe how you will collect evidence that individual students have indeed met the lesson objectives.		
Students will fill in a Venn Diagram comparing and contrasting Chinese and Korean rebellions to Japanese occupation. Students will write a brief summary of tactics that both countries shared and what they did differently.		

T T		S S S S							
PURPOSE SETTING	MODELING	<b>BEFORE READING, VIEWING, or LISTENING</b>							
		DISCUSSION	ORGANIZING	WRITING	VOCABULARY				
		<b>TEACHER</b> <ul style="list-style-type: none"> <li>focusing attention, laying groundwork, creating interest, sparking curiosity...think of it as setting the stage/setting them up for success</li> <li>make sure students "get" the <u>purpose</u> (not just agenda) of today; what it will result in or lead to; the "why" of what they'll be doing</li> </ul>		<b>STUDENTS</b> <ul style="list-style-type: none"> <li>strategies to get STUDENTS thinking about what they already know</li> <li>cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts</li> <li>STUDENTS are caused to think about that element of today's learning that is most close to or familiar to them</li> </ul>					
<b>X</b>		Students will receive (or draw) a Venn Diagram, labeling one circle Korea and the other China. The countries are being evaluated on their rebellion to Japan during WWII. It is assumed students have done a Venn Diagram before, but if not, you can do a practice one comparing apples to oranges or cats to dogs. <a href="http://www.readingquest.org/pdf/venn_summary.pdf">http://www.readingquest.org/pdf/venn_summary.pdf</a>  Students will also be given two handouts, one from China (primary source--Mao Tse-tung) and one from Korea (secondary source documenting various anti-Japanese movements) <a href="http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_11.htm">http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_11.htm</a> <a href="http://history.ucsc.edu/hist40/references/korearevterms.html">http://history.ucsc.edu/hist40/references/korearevterms.html</a>			<b>X</b>	<b>X</b>	<b>X</b>		
<b>DURING READING, VIEWING, or LISTENING</b> <ul style="list-style-type: none"> <li>strategy(ies) for active engagement with the new content that's coming</li> <li>what are students doing WHILE reading, viewing, or listening?</li> </ul>									

	Students may work with a partner or alone. If working with a partner, have each person read one of the handouts, highlighting information pertaining to rebelling against the Japanese (both successful and unsuccessful). When finished reading, students should share with one another what they learned about their country. If the information only applies to one country, it goes in the larger portion of the circle that does not overlap. If students find that the information applies to both countries, then it should be placed in the overlapping, middle portion of the Venn Diagram.	X	X	X	X
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---	---	---	---

T	T	S	S	S	S	S				
PURPOSE SETTING	MODELING	<p style="text-align: center;"><b>AFTER READING, VIEWING, or LISTENING</b></p> <ul style="list-style-type: none"> <li>• how will students apply new knowledge in a new way?</li> <li>• how will students check to see if their understanding is correct?</li> <li>• how will students be prompted to reflect on what they learned?</li> <li>• how will students be prompted to reflect on how they learned it?</li> </ul> <p style="text-align: center;"><i>[Also, Please Note: The Assessment Occurs in the After Phase]</i></p>				DISCUSSION	ORGANIZING	WRITING	VOCABULARY	UNDERSTANDING
	Students will take the information that they have organized and write a summary of their findings.	X	X	X	X	X				
	<p><b>ASSESSMENT:</b> Students will write a brief summary of tactics that both countries shared and what they did differently</p>									

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

*On Tactics Against Japanese Imperialism*, Mao Tse-tung.

[http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1\\_11.htm](http://www.marxists.org/reference/archive/mao/selected-works/volume-1/mswv1_11.htm)

History 40: The Marking of Modern East Asia, from “The March First Movement” to “Red Peasant Unions,” Kim Dae Jung <http://history.ucsc.edu/hist40/references/korearevterms.html>

Venn Diagram: [http://www.readingquest.org/pdf/venn\\_summary.pdf](http://www.readingquest.org/pdf/venn_summary.pdf)

Lesson Plan Template: <http://www.readingquest.org/pdf/>