

# THE ARTS ACADEMY LESSON PLAN-SOCIAL STUDIES

## Ohio Standards

### Connections:

- 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, and global settings
- Analyze the influence of different cultural perspectives on the actions of groups

## Scoring Guidelines:

A: 90-100  
B: 80-89  
C: 70-79  
D: 60-69  
F: Below 60

## Lesson Summary: China

Scholar: Wilson    Grade: 11

Estimated Duration: 2 weeks

### Students will:

- Learn about Chinese philosophers
- Read about the culture of China
- View news stories and TV broadcasts of Chinese current events (including PBS series: *China From the Inside*)
- View multiple photos taken during the Japanese occupation of Nanking, starting in November 1937.
- 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.
- Fill in proof for each opinion, as the evidence from the pictures warrants.
- Based on what they see in the photos, students will fill in their proof for each statement. Students may work with a partner.
- Compare and contrast China and the US regarding political opposition by the people
- Consider the following contributing factors  
In their analysis: economy, foreign involvement, general age of the population, religious/cultural beliefs

## Pre-Assessment:

- What do students know about China?
- What do they want to know?

## **CHINA: Gr. 11 Lesson Plan**

### Post-Assessment:

- “Ticket Out” daily summary of lesson
- 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.
- 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 rights 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?
- Online Quiz after viewing the PBS four part series. Students will take the online quiz about China at [www.pbs.org/kqed/chinainside/quiz.html](http://www.pbs.org/kqed/chinainside/quiz.html)

## **CHINA: Gr. 11 Lesson Plan**

### **MATERIALS AND RESOURCES:**

China Against the Tides – Marc Blecher 2003

Confucius: The Golden Rule – Russell Freedman – 2002 – 46 pages

China From the Inside (Four-part PBS documentary, 2007)

### **TECHNOLOGY CONNECTIONS:**

#### **Websites:**

[http://prion.bchs.uh.edu/~zzhang/1/Nanking\\_Massacre/index.html](http://prion.bchs.uh.edu/~zzhang/1/Nanking_Massacre/index.html)

<http://www.cnd.org/njmassacre/page1.html>

[usforeignpolicy.about.com/od/countryprofile1/p/uschina.htm](http://usforeignpolicy.about.com/od/countryprofile1/p/uschina.htm)

#### **Online newspapers:**

[English.peopledaily.cn](http://English.peopledaily.cn)

#### **Online TV:**

CCTV9

[english.cctv.com](http://english.cctv.com)

### **RIGOR EXTENSION:**

Find examples in the newspaper, on TV or on the internet about an issue involving the China; write a “letter to the editor” expressing how you think the American approach would differ from the Chinese approach to finding a solution.

THE ARTS ACADEMY LESSON PLAN-WORLD HISTORY  
**CHINA: Gr. 11 Lesson Plan**

**DIFFERENTIATION MAP:**

Spatial: charting/illustrating significant events and issues;  
Use SMARTboard to review

Interpersonal:  
small groups:  
current v. past events; class debate and discussion

Linguistic:  
presenting tutorials, audience questions for presenter;  
Oral reading

Musical:  
practicing recitation

Logical: organizing events in a timeline

Kinesthetic:  
clapping, keeping beat with recitations;  
making “fortune” cookies which contain words of wisdom from Confucius

Intrapersonal:  
journaling activities;  
“Ticket Out”;  
daily class notes