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

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?

Scoring Guidelines:
A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: Below 60
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 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?
- 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
CHINA: Gr. 11 Lesson Plan

MATERIALS AND RESOURCES:
China Against the Tides – Marc Blecher 2003
China From the Inside (Four-part PBS documentary, 2007)

TECHNOLOGY CONNECTIONS:
Websites:
http://prion.bchs.uh.edu/~zzhang/1/Nanking_Massacre/index.html
http://www.cnnd.org/nmassacre/page1.html
usforeignpolicy.about.com/od/countryprofile1/p/uschina.htm

Online newspapers:
English.peopledaily.cn

Online TV:
CCTV9
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:

<table>
<thead>
<tr>
<th>Spatial: charting/illustrating significant events and issues; Use SMARTboard to review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal: small groups: current v. past events; class debate and discussion</td>
</tr>
<tr>
<td>Linguistic: presenting tutorials, audience questions for presenter; Oral reading</td>
</tr>
<tr>
<td>Musical: practicing recitation</td>
</tr>
<tr>
<td>Logical: organizing events in a timeline</td>
</tr>
<tr>
<td>Intrapersonal: journaling activities; “Ticket Out”; daily class notes</td>
</tr>
<tr>
<td>Kinesthetic: clapping, keeping beat with recitations; making “fortune” cookies which contain words of wisdom from Confucius</td>
</tr>
</tbody>
</table>